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ELEMENTARY HEALTH CURRICULUM GUIDE

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*                  D E D I C A T I O N                *
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* This program is dedicated to the children of Alberta *
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August, 1983

ALBERTA EDUCATION

THE HEALTH MODEL

Health incorporates physical, intellectual, social/personal and ethical/moral dimensions of well-being.

NOTE: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the Program of Studies. In these instances, the content is in a shaded box as this notice is so that the reader may readily identify all prescriptive statements or segments of the document.

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A. PROGRAM RATIONALE AND PHILOSOPHY

Good health depends on a combination of factors... the environment in which we live and work... the personal traits we have inherited... the care we receive from doctors and hospitals... and the personal behaviours or habits that we perform daily. All of these work together to affect our health.

Every day we are exposed to potential risks to good health. Pollution in the air we breathe is one example. It is a risk that we, as individuals, cannot do much about. Improving the quality of the environment usually requires the effort of concerned citizens working together for a healthier community.

There are, however, risks that we can control: risks stemming from our personal behaviours and habits. Health experts now agree that these personal behaviours and habits make up one of the most important factors in reducing potential risks and enhancing one's overall health.

The school has an important role to play in helping students to acquire knowledge and develop skills and attitudes which will enable them to live healthy lives. The basic goals of education, approved by the Legislature of the Province of Alberta in 1978 for Alberta schools, have clear implications for the health curriculum. Two of the "goals of schooling" in particular provide the basis for the present health curriculum.

- *To acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.*

- *To acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.*

The elementary health curriculum identifies specific teaching objectives which will help to achieve these goals.

A good health curriculum will help students to understand and to cope with the major health problems of our times. In our society, these include such potentially crippling or fatal conditions as heart disease, respiratory disorders, cancer and accidental injuries. They also include problems related to stress management, diet and fitness, as well as disorders having to do with our ability to relate to others and to find meaning in our lives. An adequate health program will address all of these health concerns.

A knowledge of the human body and how it works forms an important part of the health curriculum. However, students must know more than that. To deal effectively with today's health problems, they must develop good interpersonal skills. They must understand the many factors which influence the decisions they make, such as peer pressure, advertising, and family and community values. Moreover, they must be aware of the decision-making process, and learn good decision-making skills. In this regard, they must be aware of the importance of values which guide the decisions they make.

Because values play such an important role in decision-making they form an important part of the health curriculum. For younger children, values are presented in this curriculum as directives for behaviour. For older students, there are learning objectives which examine the nature of decision-making and the role of values, to help students to understand the place of values in their own lives. Table A-1, below, gives examples from the curriculum guide.

The particular values which find expression in the elementary health curriculum also form the basis for the "desirable personal characteristics" identified in the Program of Studies. This statement is reproduced on the page following Table A-1. Virtually all of these characteristics appear in one or more of the learning objectives in the health curriculum. (See Table A-2, below) Two of them, however, occur over and over again: "Respectful - has respect for the opinions and rights of others, and for property" and "Responsible - accepts responsibility for own actions, discharges duties in a satisfactory manner". These are attributes which characterize a caring individual who can behave in a responsible manner in many situations, including those which affect his health. They are attributes which "contribute to physical, mental and social well-being."

TABLE A-1: EXAMPLES OF "VALUES" OBJECTIVES AND CONTENT IN THE HEALTH CURRICULUM

GRADE	OBJECTIVE	CONTENT
ONE	II B 1(a) Develops a special awareness and concern for members of one's class.	Concern for classmates: How can we show concern? - share items - be supportive - be co-operative - be a good listener
TWO	III B 2(a) Recognizes that what is learned at school relates to maintaining a home and family, a school, and the community.	What else do we learn? - to share and cooperate with others - to gain leadership skills - to follow rules - to work carefully
THREE	I B 2(a) Develop ability to deal with feelings in positive ways.	How do we deal with feelings in a positive manner? - think before reacting (count to ten approach) - think of others (how will they feel?) - communicate with others about feelings (let others understand how you feel)
	I D 1(a) Learns that growing up involves making decisions and accepting the consequences.	What should be considered? - Will the end result make me happy? - Will the end result make me proud? - Will others be pleased? - Will I hurt anyone? - What are other alternatives?

GRADE	OBJECTIVE	CONTENT
THREE		What are some consequences? - winning or losing - accepting the results - knowing a decision is better than no decision - not being afraid to admit error - preparing to review possibilities and to try again
FOUR	I C 1(a) Learn the good and bad characteristics of personality.	What are some good traits? - consideration for others - respectful treatment of others - honesty with yourself and others - positive attitudes What are some bad traits? - actions that bring unhappiness to us and others - disrespect to others - resentment of others - jealousy of others - negative attitudes
FIVE	II A 2(a) Develop skills that promote open authentic relationships with others.	What skills are needed to promote good personal relationships? - keeping secrets - telling the truth - not gossiping - keeping promises - carrying out commitments - being a good listener

GRADE	OBJECTIVE	CONTENT
SIX	I A 1(b)	
	Learns to recognize basic values.	What are values? - ideas one supports and believes in - the right and wrong How can you identify your values? - observe what you choose freely - observe what you choose from alternatives - observe what you choose after weighing the consequences - observe what you prize and cherish - observe what you act upon - observe what you act upon repeatedly
	I D 3(a)	
	Learns problem-solving and decision-making skills.	What are the steps to decision-making? - state the problem - consider all possible alternatives - go through each alternative and consider it in relation to your: needs desires conscience standards of your home, religion, school advice of parents, teachers, other adults your own beliefs and convictions - choose one solution - be responsible for your decision (accept the consequences) - evaluate the solution

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respect the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful - has respect for the opinions and rights of others, and for property.

Responsible - accepts responsibility for own actions; discharges duties in a satisfactory manner.

Fair/just - behaves in an open, consistent and equitable manner.

Tolerant - is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

Honest - is truthful, sincere, possessing integrity; free from fraud or deception.

Kind - is generous, compassionate, understanding, considerate.

Forgiving - is conciliatory, excusing; ceases to feel resentment toward someone.

Committed to democratic ideals - displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.

Loyal - is dependable, faithful; devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded - delays judgement until evidence is considered, and listens to other points of view.

Thinks critically - analyzes the pros and cons; explores for and considers alternatives before reaching a decision.

Intellectually curious - is inquisitive, inventive, self-initiated; searches for knowledge.

Creative - expresses self in an original but constructive manner; seeks new solutions to problems and issues.

Pursues excellence - has internalized the need for doing his/her best in every field of endeavour.

Appreciative - recognize aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative - works with others to achieve common aims.

Accepting - is willing to accept others as equals.

Conserving - behaves responsibly toward the environment and the resources therein.

Industrious - applies himself deligently, without supervision.

Possesses a strong sense of self-worth - is confident and self-reliant, believes in own ability and worth.

Persevering - pursues goals in spite of obstacles.

Prompt - is punctual; completes assigned tasks on time.

Neat - organizes work in an orderly manner; pays attention to personal appearance.

Attentive - is alert and observant; listens carefully.

Unselfish - is charitable, dedicated to humanitarian principles.

Mentally and physically fit - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Acknowledgement: Program of Studies for Elementary Schools, Revised 1981, pp. V-VI.

B. GOALS AND OBJECTIVES

Health education will foster the growth of knowledge, attitudes, skills and life-long behaviours that will enable the individual to assume responsibility for healthy living and personal well-being. The elementary health curriculum is organized around five themes:

I. Self-Awareness and Acceptance

II. Relating to Others

III. Life Careers

IV. Body Knowledge and Care

V. Human Sexuality (optional)

As these themes are developed in the classroom the goals of health education can be met. It is important to remember that all three domains of learning - the cognitive, affective and psychomotor - must be addressed.

The process can be illustrated by the following examples:

	COGNITIVE (Knowledge)	AFFECTIVE (Attitudes)	PSYCHOMOTOR (Skills)
PHYSICAL DIMENSION	Identifies the structure of a tooth and explains its function.	Accepts that healthy teeth are desirable for both functional and social reasons.	Brushes teeth properly.
SOCIAL/ PERSONAL DIMENSION	Lists the characteristics of friendship.	Appreciates the need for friends.	Relates positively and effectively to others.

A health program which dealt only with the knowledge component would not be adequate. It is also important that attitudes and skills be developed related to achieving and maintaining good health.

The areas of study for each of the five themes are outlined in the scope and sequence for the elementary health curriculum. Specific learning objectives and related content and learning resources are given in the main body of the curriculum guide, commencing on page 1.

C. CONTENT

1. Time Allocation - 60 Minutes Per Week

It is recommended that teachers spend 60 minutes per week teaching health. It is important, however, that continuous weekly instruction occur. The time should be considered as distinct from the time allocation for physical education. Teachers cannot expect incidental health instruction to meet the aims and objectives of this program.

The recommended time allotments for each theme are as follows:

Division I:
Theme I - 20%; Theme II - 10%; Theme III - 20%; Theme IV - 50%.

Division II:
Theme I - 20%; Theme II - 10%; Theme III - 20%; Theme IV - 50%; Theme V - 5% (where taught Theme V should be treated as an extension of Body Knowledge and Care and included in the time allotment for that theme).

It is expected that all of the objectives will be addressed in each of the themes taught.

Some of the content in the curriculum is labelled 'elective'. Elective content enables schools which allow more than 36 hours for health per year to go beyond the core content.

2. Overlap

Some of the content of the elementary health curriculum may be perceived as overlapping the content of other elementary subject areas. For example, concepts which deal with the family and the community in grades one and two may be seen as duplication of elementary social studies concepts.

Teachers may wish to take advantage of these similarities to teach lessons which integrate health with other subjects.

It is not expected that the same content will be taught from the same perspective twice in the same year.

3. Definition of the Term "Family"

Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit.

4. Sensitive Areas

There may be topics in the elementary health curriculum that could prove to be sensitive for some students and teachers. Teachers should be cognizant of these sensitive topics and exhibit this awareness in their teaching. Teachers need to be alert to:

- topics that are a shared responsibility with the home;
- content that is highly value-laden;
- topics that bear upon the family, family relationships and the family unit structure;
- topics that might invade the privacy of an individual or a home;
- topics that might be at variance with the beliefs of some segments of the community

In dealing with sensitive topics, teachers should focus on positive aspects of content and on the development of the self-worth of each student.

5. Teaching Human Sexuality

Experience in teaching human sexuality indicates that implementation is smoothest and community acceptance is greatest when the following conditions have been met prior to introducing the theme:

- Board approval (this is a requirement)
- a parent information night to meet the teacher and to review learning resources and teaching concepts;
- parental permission sought for each child who will attend the classes.

6. School, Home and Community Involvement in Health Education

A student is a member of a home, school and community. It is expected that the teacher will be able to encourage the home and community to become involved in classroom health education activities. The various themes lend themselves to having parents and community agencies involved in different classroom events.

SCOPE AND SEQUENCE FOR THE HEALTH EDUCATION CURRICULUM
GRADES ONE TO SIX
ALBERTA EDUCATION

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME I	SELF-AWARENESS AND ACCEPTANCE					
A. Finding Yourself 1. Self-worth	- Uniqueness (Elective)	- Importance in Home and School (Elective)	- Building Strengths - Coping with Difficult Situations	- Respect for Self - Self Concept - Ongoing Changes	- "Put-ups" and "Put-downs" on Self and Others - Improving Ourselves	- Formulating Goals - Basic Values
B. Feelings 1. Expressing Oneself	- Types of Emotions - Reality and Fantasy (Elective)	- Ways to Express Oneself - Others Affect Us		- Types of Emotions - Expression of Emotions Varies - Responsibility for Emotional Expression	- Need to Express Feelings - Expressing Feelings	
2. Dealing with Feelings Positively			- The Positive Approach - Showing Positive Feelings			
C. Personality 1. Influences and Characteristics				- Good and Bad Traits	- Influences of Human Relationships - Influences of Social and Physical Environments (Elective)	- Inherited and Acquired Traits (Elective)

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
D. Responsibility To The World 1. Developing Relationships	- Family Activities - Benefits of Sharing - Respect for the Privacy of Others	- Honesty and Trust - Consideration for Others	- Making Decisions - Accepting Failure and Discouragement	- Our Actions Affect Otners - Showing Respect for Others		- Game Playing (Elective)
2. Personal Accountability				- Responsibility for Actions	- Consequences of Our Actions - Building Authentic Relationships	- Managing of Resources - Personal and Social Conscience
3. Problem-Solving						- Decision-Making Skills
THEME II	RELATING TO OTHERS					
A. Peers 1. Consideration of Others	- Similarities and Differences in People - Respect for Others - Good Traits	- Personal Behaviours	- Helping Others - Developing Friendships - Others Affect Our Self-Image			

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
2. Friendships		- For Happiness		- Friendship - Need for Friends - Courtesy in Friendships - Siblings as Friends - Making Friends	- Developing Skills for Relationships - Disagreements	- Friendships with both Sexes
3. Personal Interests and Abilities		- Strengths				
4. Importance of Self and Others		- Individual Importance				
B. School						
1. Working with Others	- Concern for Classmates	- Strengths - Concentrating on Strengths	- Building Friendships	- Worth of Others - Affect of Class Behaviour - Responsibility for One's Own Behaviour - Behavioural Change - Pride in School - School Accomplishments	- Supporting School Peers	
2. Grown-Ups			- Assist with Problems		- Changing Expectations	

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME III			LIFE CAREERS			
A. Self-Understanding 1. Personal Interests and Abilities	- Interests of Self and Others - Different People have Different Abilities	- Strengths - Importance as an Individual and Group Member	- People Differ from Each Other - Positive Attitudes		- Activities and Interests	- Personal Awareness
2. Relating to Others				- Respect for Others - Sharing Time and Talents		
B. Life Careers 1. The World of Work	- Types of Occupations	- The Role of the Home, School and Community - Provision of Goods and Services	- Concept of Work	- Dependence on Others - Striving for Independence	- Cooperation among Workers - Quality of Work	- Occupations - Knowledge of Occupations - Changing Occupations - Why People Work - Non-Traditional Roles
2. Occupations and Leisure Pursuits		- School Contributions	- School Preparation for Employment - Communication Skills	- Lifelong Process		

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
3. Community, Home and School Trends				- Community, Home and School Trends	- Contributing Factors to Life Style - Life Styles in the Community	
C. Career Awareness Planning and Preparation 1. Study Habits			- School Habits			- School Habits and the World of Work
2. Preparing for the Next Grade	- Preparation for Next Grade	- Preparation for Next Grade	- Orientation for Division II	- Preparation for the Next Grade	- Preparation for Next Grade	- Orientation for Division III
THEME IV			BODY KNOWLEDGE AND CARE			
A. Body Development 1. Body Growth		- Body Cells - Growth Stages - Growth Rates Vary	- Heredity -- Children Differ - Children Differ In Growth - Nutrition and Exercise (Elective)	- Functions of Body Cells	- Variations of Growth - Growth at Puberty	- Stages of Development
2. Body Senses	- The "Five" Senses	- Protecting the Eyes and Ears		- Sense of Balance - The Ears and Eyes		

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
3. Parts of the Body (Body Systems)	- Skin - Two Sets of Teeth - Daily Mouth Care	- Body Care and Maintenance - Structure and Functions of Teeth - Losing Teeth - Teeth, Food Products and Plaque	- Daily Dental Care	- Major Body Organs - Digestive Systems - Urinary System - Lifetime Dental Care - Specialized Dental Care	- The Cardio-respiratory System - Dental Decay - Prevention of Halitosis	- The Skeletal System - The Muscular System - The Nervous System - The Endocrine System
B. Nutrition 1. Identification of Nutritious Foods	- Identification of Nutritious Foods - Classification of Foods - Appreciation of Nutritious Foods	- Nutritious Foods - Classification of Foods - Appreciation of Nutritious Foods - Daily Requirements	- Nutritious and Non-nutritious Foods - Cultural Dishes - Daily Food Requirements - Daily Menus	- Nutritious Foods - Classification of Foods - Functions of Foods	- Ingredients in Foods	- Nutrients in Foods - Factors Influencing Food Choices - Selecting A Balanced Diet
2. Identification of Food Requirements				- Actual Daily Requirements		- Nutrient Content
3. Identification of Quantities			- Daily Menus	- Planning a Balanced Breakfast - Choosing Foods	- Using Canada's Food Guide - Why We Eat Balanced Meals - Energy Out-Energy In	

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
C. Growing Up Healthy (Fitness, Rest, Weight, Strength, Posture and Appearance) 1. Fitness	- Need for Exercise	- Physical Activity for Fun and Fitness	- Fun Fitness Activities	- Personal Fitness Attitude	- Cardiovascular Fitness - Evaluating Fitness	- Physical, Social Emotional and Mental Benefits of Fitness
2. Rest		- Rest is Essential to Health - Effects on Energy and Behaviour				
3. Weight, Strength and Posture	- Good Posture			- Elements of Good Posture - Importance of Good Posture		- Gaining and Losing Weight
4. Appearance	- Cleanliness and Personal Well-Being	- Bathing and Showering	- How Others View Us	- Skin, Hair, Nails - Hair Washing - Nail Care - Effects of Nutrition on Appearance		

THEMES	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
D. Diseases and Drugs						
1. Prevention and Control	- Health Habits	- Aids to Getting Well	- Personal Health Practices - The Body Fights Germs	- Communicable and Non-Communicable Diseases - Causes of Diseases	- Body Defenses - Basic Health Practices	- Ensuring Cleanliness
2. Prescription and Non-Prescription Drugs	- Medicine Chest - Hazardous Symbols		- When to Use Medicines and Drugs - Refusing Substance from Strangers	- Drugs - Effects and Use - Types of Drugs		- Taking Drugs Under Supervision
3. Harmful Effects of Drugs			- Health Hazards of Smoking	- Why People Use Drugs - Caffeine - Effects and Use	- History of Tobacco (Elective) - Effects of Tobacco - Smoking and Sports - Reasons for Smoking	- Reasons for Taking Drugs - Alternatives to Drugs - Alcohol - Effects and Use - Effects of Smoking
E. Safety and First Aid	* It is recommended that this sub-theme be taught at the beginning of the school year.					
1. Safety Practices	- Pedestrian - Public Transportation - Public Play Areas - Home and School Safety - Bicycle Safety	- Personal and Family Safety Practices	- Safety in Action - Community Agencies	- Pedestrian Safety - Safety Procedures at Home and School - Courtesy - Recreation Safety - Bicycle Safety	- Preventing Accidents (Elective)	- Home Safety Assessment

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
2. First Aid	- Basic First Aid Practices	- First Aid	- Treating Burns	- Basic First Aid and Life Saving	- First Aid Procedures	- Emergency Care
F. Protecting People's Health 1. Health and Support Services (Elective)	- Community Safety Personnel		- Role of Dental Helpers - Seeing the Dentist	- Primary Support Systems	- Secondary Support System	- Reducing Stress - Available Assistance for Alcohol Problems
2. Consumer Health - Advertising - Purchasing					- Effects of Advertising	- Purchasing Health Products
3. Pollution - Immediate Environment - Community Activities		- Classroom Appearance		- Responsibility to Protect and Save - Clean Playgrounds	- Importance of Clean Air and Water - Conservation (Elective)	- Environmental Protection Agencies
4. Community Activities		- Recreation Facilities	- Becomes Aware of Community Facilities			- Expanded Awareness of Community Facilities
5. Social Costs						- How Living Habits Relate to Physical and Mental Health

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME V			HUMAN SEXUALITY (OPTIONAL)			
A. Puberty 1. Puberty				- Growth and Sexual Maturity	- Puberty in Females - Puberty in Males - What is Normal	- Sexuality - A Part of One's Total Being - Sexual Maturation Nocturnal Emissions - Other Physical and Emotional Changes In Puberty - The Menstrual Cycle - Vocabulary - Describing Puberty
B. Reproduction 1. A New Life				- Fertilization and Birth	- Reproductive System - Maturity for Reproduction	- Vocabulary - Describing Reproduction

D. LEARNING RESOURCES

1. Prescribed and Recommended Resources

"Prescribed" learning resources are defined as those learning resources approved by the Minister of Education as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in the provincial Programs of Study. For the elementary health curriculum, two series of student texts have been prescribed. They are:

> The Healthful Living Program (textbooks for grades one to six). David Walker Project Director. Toronto: Doubleday Canada Limited, 1982.
>
> You and Your Health, Home, School and Community (textbooks for grades one to six). Julius B. Richmond et al. Glenview, Illinois: Scott, Foresman and Company, 1977.

Prescribed learning resources may be purchased from the Alberta School Book Branch.

"Recommended" learning resources are those learning resources approved by Alberta Education because they complement prescribed learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

Except where otherwise indicated, recommended learning resources may be purchased from the Alberta School Book Branch.

"Supplementary" learning resources are resources normally identified by teachers and librarians. The ones listed in the appendix of supplementary resources were identified by the Learning Resources Committee in their search for "prescribed" and "recommended" resources. The publishers and distributors have been identified to facilitate ordering but it is recommended that each title be reviewed before it is purchased.

2. Teacher's Resource Manual

A Teacher's Resource Manual complementary to this curriculum guide is available from the School Book Branch, Alberta Education. The manual includes innovative activities and other useful resources that may be used in the classroom.

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 1

ILLINOIS CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. FINDING YOURSELF 1. SELF-WORTH (a) Understands and accepts one's own importance as a person. (Elective)	1. (a) UNIQUENESS i) How do we measure our abilities? - things done well; things you find easy; compliments given and received; things you need help with ii) How are we important? (The family, school and friends) - things you do for others; others depending on you; things you share with others	KIT: (R)* - DUSO I PRINT: (R) - The Hole in the Fence Note: The above print material is useful for various parts of Theme I and II.
B. FEELINGS 1. EXPRESSING ONESELF (a) Learns that all people have many kinds of feelings	1. (a) TYPES OF EMOTIONS i) What are some types of emotions? - loneliness; anger, happiness; sadness; fear; excitement; pride; joy ii) How do we deal with emotions in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings	PRESCRIBED TEXT: - You and Your Health Chapter 1 FILMSTRIP: (R) - Health: Decisions for Growth "Feelings"
(b) Becomes aware of the differences between reality and fantasy. (Elective)	(b) REALITIES AND FANTASY i) What is reality? - the real world of home and school; real friends ii) What is fantasy? - daydreams; television; fiction; make-believe	Other useful resources are listed in the Appendix as Supplementary Resources. *(R) - Recommended Resource.

GRADE 1 **THEME:** I SELF-AWARENESS AND ACCEPTANCE

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
D. RESPONSIBILITY TO THE WORLD		
1. DEVELOPING RELATIONSHIPS	1(a) FAMILY ACTIVITIES	
(a) Recognizes one's membership in a family and the need to work and play together.	i) What are some family work activities in which children participate? - gardening; house cleaning; chores ii) What are some family leisure activities in which children participate? - family games; family traditions; holidays	FILMSTRIP: (R) - Health: Decisions for Growth, "Choosing and Sharing"
(b) Learns the mutual benefits of sharing and interdependence.	(b) BENEFITS OF SHARING i) What are some benefits of sharing with others? - building relationships - expressing and receiving good feelings - learning about ourselves and others	PRESCRIBED TEXT: - Your Health p.p. 26-27, 42-43, and 140-143.
(c) Recognizes the need of others for privacy and independence.	(c) RESPECT FOR THE PRIVACY OF OTHERS i) When should we respect others' privacy?: - At home? - when sleeping; when reading - In the classroom? - when working on special projects; when listening	- Your Health p.p. 106-107.

EME II:

ELATING TO OTHERS

B-THEMES:

PEERS

SCHOOL

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
A. PEERS 1. CONSIDERATION OF OTHERS (a) Understands that there are similarities and differences in all people.	1(a) SIMILARITIES AND DIFFERENCES IN PEOPLE i) What are some physical comparisons? - size; weight; eye and hair and skin colour; fingerprints ii) What are some other comparisons? - languages; cultures; occupations; where they live; pets; hobbies; talents; abilities	
(b) Recognizes that the rights and property of others need to be respected.	(b) RESPECT FOR OTHERS i) What should we remember about rights and property of others? - permission to use; returning; thanking	FILMSTRIP: (R) - Health Decisions for Growth: "Choosing and Sharing" PRESCRIBED TEXT: - Your Health Chapter 2
(c) Recognizes the good traits in others.	(c) GOOD TRAITS i) What are some good traits to look for in others? - being honest; being sincere; being respectful; being friendly; being considerate; being well groomed; being forgiving; keeping promises; sharing belongings	KIT: (R) - DUSO I
B. SCHOOL 1. WORKING WITH OTHERS (a) Develops a special awareness and concern for members of one's class.	1(a) CONCERN FOR CLASSMATES i) How can we show concern? - share items; be supportive; be cooperative; be a good listener	FILMSTRIP: (R) - Back to School with Winnie The Pooh PRESCRIBED TEXT: - Your Health Chapter 2

IEME III :

IFE CAREERS

JB-THEMES:

SELF UNDERSTANDING
LIFE CAREERS
CAREER AWARENESS, PLANNING AND PREPARATION

GRADE 1 THEME: III LIFE CAREERS

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. SELF-UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Recognizes personal interests and how we resemble or differ from others.	1(a) INTERESTS OF SELF AND OTHERS i) How do we identify personal interests? - things we like to do - things we receive compliments for doing - things which make us happy - indoor versus outdoor activities	PRESCRIBED TEXT: - Your Health Chapter 1
(b) Develops an awareness that people have different abilities and that everyone makes a contribution to society.	(b) DIFFERENT PEOPLE HAVE DIFFERENT ABILITIES i) How do different people contribute to society? - homemaking; studying and learning; teaching; serving others; making things; fixing things; entertaining; singing; playing musical instruments	FILMSTRIPS: (R) - World of Work "People Who Help Our Community"
B. LIFE CAREERS 1. THE WORLD OF WORK (a) Recognizes that a number of occupations are required to maintain homes, schools and communities.	1(a) TYPES OF OCCUPATIONS i) What are some tasks needed to maintain a home? - daily tasks; weekly tasks; occasional tasks ii) What are some occupations needed to maintain schools? - teacher: helps learners - librarian: locates information - janitor: keeps school clean - principal: organizes the school, helps teachers, helps learners, helps parents - bus driver: drives students to and from school - teacher aide: helps teachers	Additional resources are listed in the Appendix as Supplementary Resources.

Instructional Objectives	Content	Learning Resources
C. CAREER AWARENESS 2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for Grade 2.	iii) What are some occupations needed to maintain the community? - police force: safety - fire department: safety - store clerks: sell goods - garages: repair services - lifeguards: water safety - service personnel: utilities - doctors, dentists, nurses: health and first aid - recreation leaders: sport and leisure activities 2(a) PREPARATION FOR NEXT GRADE i) What are some concerns? - having a different teacher - being in a different classroom - being able to do harder work	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT		
1. BODY SENSES	1(a) THE "5" SENSES	PRESCRIBED TEXT:
(a) Recognizes that the body has special abilities called senses.	i) What are the "5" senses and their locations? - sense of taste (mouth) - sense of touch (skin) - sense of smell (nose) - sense of hearing (ears) - sense of sight (eyes)	- You and Your Health Chapter 2 FILMSTRIP: (R) - Health: Decisions for Growth: "Sense Ability"
3. PARTS OF THE BODY	3(a) SKIN	
(a) Understands the skin as a protective covering and sensory organ.	i) What are the purposes of the skin? - covers and protects all body organs - allows us to experience sensations (e.g. heat, cold, tickling) - allows us to touch and differentiate texture - allows us to feel pain (warns us of excess heat and pressure) - with sunshine produces Vitamin D ii) How do you care for your skin? - wear appropriate clothing according to weather conditions - ways to keep your skin clean - avoid excess sunlight, heat and cold	Other useful resources are listed in the Appendix as Supplementary Resources.
(b) Understands the functions of teeth, gums, saliva, tongue and lips.	(b) TEETH, GUMS, SALIVA, TONGUE AND LIPS i) What are their functions? - teeth (chewing, appearance, speech) - gums and bones (support teeth)	PRESCRIBED TEXT: - Your Health p.p. 90-91.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	- saliva - lubricates the mouth and food - tongue - taste, speech - lips - speech, smiling, whistling ii) Why is it important to maintain good oral health? - teeth and mouth begin the first step of food digestion - prevention of cavities	
(c) Understands that students have two sets of teeth during their life.	(c) TWO SETS OF TEETH i) Primary - number: 20 - names : incisors; cuspids; molars ii) Permanent - number: 32 - first permanent molar erupts behind primary teeth, it does not replace a primary tooth - incisors are the first primary teeth to be replaced by permanent teeth	
(d) Recognizes that daily mouth care is important for dental health appearance.	(d) DAILY MOUTH CARE i) Why do we clean teeth? - removal and prevention of plaque ii) How are teeth cleaned? - brushing; using fluoride toothpaste; dental flossing; dental professionals;	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Your Health Chapter 6, and p.p. 92-95.

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
(e) Differentiates between less decay-producing foods and more decay-producing foods.	iii) Why are teeth important? - chewing; speech; proper bone development; facial contours; smiles (e)i) Less decay-producing (non-cariogenic) - fresh fruits; raw vegetables; nuts and seeds; plain yoghurt; cheese; peanut butter; bread/crackers; plain milk; unsweetened fruit and vegetable juices ii) More decay-producing (cariogenic) - cake/cookies; pie; jelly/honey/jam; ice cream; chocolate bars; regular soft drinks; regular chewing gum	
B. NUTRITION 1. IDENTIFICATION OF NUTRITIOUS FOODS (a) Recognizes and identifies nutritious foods.	1(a) IDENTIFICATION OF NUTRITIOUS FOODS i) What is nutritious food? - supplies essential nutrients to the body that allow us to grow, maintain health, and give us energy to work and play	FILMSTRIP: - Good Food. Good Times "Captain Keep-Fit and the Four Food Groups"
(b) Classifies foods into the four food groups.	(b) CLASSIFICATION OF FOODS i) How can foods be classified or grouped? - nutritious foods are usually grouped into four groups (based on nutrient content). This is the basis of Canada's Food Guide. - Breads and Cereals - Fruits and Vegetables - Milk and Milk Products - Meat and Alternates	PRESCRIBED TEXT: - Your Health p.p. 82-89. PRINT: - Canada's Food Guide (available from Health and Welfare, Canada)

GRADE 1 THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
(c) Develops an appreciation for nutritious foods.	ii) Food may contain items from more than one food group and are often referred to as "combination foods", e.g. sandwiches, stew, pizza. iii) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide are called "extras" e.g. cake. (c) APPRECIATION OF NUTRITIOUS FOODS i) How can we encounter and enjoy a wide variety of food items? - the personal experience of actually tasting food samples, when together with classmates, has proven to be an excellent method of learning about nutrition.	
C. GROWING UP HEALTHY 1. FITNESS (a) Understands the need for regular exercise to help the body grow and develop.	1(a) NEED FOR EXERCISE i) Why do we need physical activity? - keeps bodies fit and flexible - keeps us mentally alert - keeps body fat in check - improves cardio-respiratory fitness - improves muscle strength ii) What do we do each day to exercise? - walking to school - playing - climbing stairs - helping at home	PRESCRIBED TEXT: - Your Health p.p. 128-139.

Instructional Objectives	Content	Learning Resources
3. WEIGHT, STRENGTH AND POSTURE (a) Learns the importance of good posture.	3(a) GOOD POSTURE i) Why is posture important? - appearance - helps keep body organs in correct position so that they function properly ii) How is good posture maintained? - correct choice of chairs and tables - correct positions for sitting, standing and walking	
4. APPEARANCE (a) Understands the relationship between cleanliness, physical health and personal well-being.	4(a) CLEANLINESS AND PERSONAL WELL-BEING i) How does cleanliness help us to feel better? - pleasant smell after a bath or shower; healthy teeth; attractive hair; clean clothing; makes us feel more alert; helps us relax	PRESCRIBED TEXT: - Your Health Chapter 1, and p.p. 6-19.
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Learns that diseases can spread from person to person.	1(a) HEALTH HABITS i) How can we prevent the spread of germs? - common cold (use of handkerchief) - knowing when to stay home when not feeling well - washing hands before meals and after visit to toilet - using own utensils - good diets - immunizations	PRESCRIBED TEXT: - Your Health Chapter 5

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
2. PRESCRIPTION AND NON-PRESCRIPTION DRUGS		
(a) Learns the significance of the medicine chest and its contents.	2(a) MEDICINE CHEST i) What is the significance of the medicine chest? - contains medication for improving health - to be taken under parental supervision ii) What are some contents of the medicine chest? - doctor's prescriptions; cough syrups; aspirin; first-aid items	
(b) Learns the hazardous product symbols.	(b) HAZARDOUS SYMBOLS i) What are some hazardous products? - paints; cleaning fluids; glue tubes; furniture oils ii) What are the symbols for: - poison? fire? explosion? corrosiveness? TEACHERS' NOTE: Mr. Yuk has been officially adopted in the United States and your students will probably be familiar with him through television. Before too long it is expected that a similar figure will be developed in Canada.	PRESCRIBED TEXT: - Your Health Chapter 8, and p.p. 114-127. FILMSTRIP: (R) - Safety and You "Little Red Riding Hood"
E. SAFETY AND FIRST AID		
1. SAFETY PRACTICES	1(a) SAFETY PRACTICES IN THE HOME AND COMMUNITY	PRESCRIBED TEXTS:
(a) Recognizes pedestrian rules and regulations. (It is recommended that this sub-theme be taught at the beginning of the school year).	a) What are some pedestrian rules? - walk facing traffic; use sidewalks; look both ways before crossing streets; obey traffic lights and signs; cross streets at marked and unmarked intersections; obey school safety patrols; walk, don't run across roadways	- You and Your Health Chapter 3 - Your Health Chapter 4

Instructional Objectives	Content	Learning Resources
(b) Shows courtesy and caution when boarding and riding in vehicles.	(b) PUBLIC TRANSPORTATION i) What are some bus, subway, air or train safety rules? - line up on sidewalk, not the street - ticket or pass ready - wait for people to dismount before boarding - no pushing - not a time for rough play ii) What are some car safety rules? - use seat belts - show courtesy to driver - don't distract the driver - have small children sit in car seats iii) What are some school bus rules? - wait for school bus well off road way - no pushing or shoving while waiting or boarding - always obey bus driver - remain seated while the bus is moving - be quiet when bus stops at railway crossings - keep hands, arms, heads, etc., inside the bus - get off bus in an orderly manner - cross roadway only when safe to do so	FILMSTRIPS: (R) - Winnie the Pooh On the Way to School - Safety and You "The Happy Bus" "The Ballad of Big John Jones"
(c) Becomes aware of recreational safety in the community.	(c) PUBLIC PLAY AREAS i) What are some safety rules for playgrounds and parks? - avoid strangers and animals - use appropriate equipment safely - retrieve balls carefully from traffic areas	FILMSTRIPS: (R) - Safety and You "The Curse of the Giant"

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	ii) What are some rules for swimming safety? - swim only when lifeguard is on duty; swim with a friend; behave properly	
(d) Recognizes safety procedures for individual and family needs	(d) HOME AND SCHOOL SAFETY i) What are some safety concerns at home and at school? - matches; fire regulations and safety; electrical outlets; fireplace and stove safety; bathroom safety; responsibility for younger siblings; unsafe toys ii) What are some individual concerns? - winter - dress for cold - Hallowe'en - dress, strangers, treats - eclipses - eye safety - using proper safety equipment - helmets when skating, lifejackets when boating - other safety equipment appropriate to a particular sport or activity	FILMSTRIPS: (R) - Safety and You "The Bungling Burglars"
(e) Becomes aware of practices for good bicycle safety.	(e) BICYCLE SAFETY i) What are some rules for bicycle safety? - use hand signals - be aware of traffic rules - know where to ride TEACHERS' NOTE: Children at this age may not be ready to ride bicycles, therefore this section could be used as preparation for when students are ready to ride bicycles.	- Safety and You "The Great Race"

SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
(f) Has a basic understand of first aid.	(f) BASIC FIRST AID PRACTICES i) Where should you go if you get hurt at school? - follow individual school's procedure ii) What should you do if you cut yourself? - make sure the cut is clean by using antiseptic and water; apply bandage; if the cut bleeds apply pressure, place a clean cloth on the wound and seek help iii) What should you do if your nose bleeds? - sit down; tilt head slightly forward; pinch nose firmly (where nasal bone and cartilage meet); breathe through the mouth if bleeding persists, seek medical attention	FILMSTRIPS: (R) - First Aid For Children "Black Eyes and Blisters" "Falls and Cuts" - First Aid For Children "The Bloody Nose"
F. PROTECTING PEOPLE'S HEALTH (ELECTIVE) 1. HEALTH AND SUPPORT SERVICES (a) Identifies and describes community personnel and agencies for safety.	1(a) COMMUNITY SAFETY PERSONNEL i) Who are some of the community personnel concerned with safety? - school safety patrols; block parents; police officer; fire department; school nurse; BLOCKPARENTS - awareness of which houses display BLOCKPARENT sign, - awareness of what kind of situation requires BLOCKPARENT help	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 2

THE CONTINUUM

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. FIND YOURSELF 1. SELF-WORTH (a) Understands one's place and importance in the home and at school. (Elective)	1(a) IMPORTANCE IN HOME AND SCHOOL i) Who needs us around home? - parents; brothers and sisters; grandparents; relatives; neighbours; animals ii) Who needs us around school? - friends; teachers; school atmosphere (for school spirit)	PRESCRIBED TEXTS: - You and Your Health Chapter 1 - Being Healthy Chapter 2, and p.p. 30-37 PRINT: (R)* - The Hole in the Fence
B. FEELINGS 1. EXPRESSING ONESELF (a) Understands that feelings and emotions are expressed in words, actions and facial/body expressions.	1(a) WAYS TO EXPRESS ONESELF i) How do we express emotions? - facial expressions; verbally; body movement; voice tone ii) How do we deal with emotions in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings (what do you mean?)	FILMSTRIPS: (R) - How Do U-Feel "About Being Alone?" "About Other Children?" "About Your Home and Family?"
(b) Learns that we affect and are affected by the actions of others.	(b) OTHERS AFFECT US i) Who affects us? - teachers; parents; friends; brothers/sisters; grandparents; other relatives; strangers	VIDEOTAPE: (R) - All About You "Everybody's Afraid Sometimes" (Available from ACCESS) *(R) - Recommended Resource.

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
D. RESPONSIBILITY TO THE WORLD 1. DEVELOPING RELATIONSHIPS (a) Appreciates that others depend on and trust us.	ii) How do we affect others? - things we say; things we do; the things we do not do 1(a) HONESTY AND TRUST Who depends on us? i) At home? - younger children; parents; grandparents; pets ii) At school? - friends; teachers iii) In the community? - friends; group leaders	PRESCRIBED TEXTS: - Being Healthy Chapter 2 - You and Your Health Chapter 1 FILMSTRIPS: (R) - How Do U-Feel "About Animals and Plants?" "About School?" "About Your Community?"
(b) Practises consideration for others.	(b) CONSIDERATION FOR OTHERS i) How do we show consideration for others? - being a good listener - trying to understand others' feelings - being dependable	PRESCRIBED TEXT: - Being Healthy Chapter 2, and p.p. 50-51. Other useful resources are listed in the Appendix as Supplementary Resources.

EME II:
ELATING TO OTHERS

B-THEMES:

PEERS
SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. PEERS 1. CONSIDERATION FOR OTHERS (a) Learns that one's behaviours can hurt other people.	1(a) PERSONAL BEHAVIOURS i) How do we hurt others? - tattling; fighting; hitting; gossiping: lying; not including in groups ii) How are others hurt? - hurt feelings; hurt physically	PRESCRIBED TEXT: - You and Your Health Chapter 1 VIDEOTAPE: (R) - All About You "Everybody Needs a Friend" (Available from ACCESS)
2. FRIENDSHIPS (a) Understands that friends are important to one's happiness.	2(a) FOR HAPPINESS i) Why do we need friends? - play with; talk to; companion; comfort; support	FILMSTRIP: (R) - How Do U-Feel "About Your Home and Family"
3. PERSONAL INTEREST AND ABILITIES (a) Develops an awareness of one's strengths to increase one's confidence.	3(a) STRENGTHS i) How do we assess our strengths? - things you feel good about doing - things you receive praise from others for doing ii) How do we build self-confidence? - counting your strengths - asking the advice of grown-ups and friends - talking about situations causing concern - accomplishing certain tasks	PRESCRIBED TEXT: - Being Healthy p.p. 48-49. Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
4. IMPORTANCE OF SELF AND OTHERS (a) Demonstrates a basic understanding of one's importance as an individual and as a group member.	4(a) INDIVIDUAL IMPORTANCE i) Who needs us? - home (family); school (classmates, teachers); friends (school, community); neighbourhood; relatives (aunts, uncles, grandparents); pets ii) What groups need us? - sport teams; school activities; community groups	
B. SCHOOL 1. WORKING WITH OTHERS (a) Recognizes that everyone has strengths.	1(a) STRENGTHS i) What are some strengths? - talents; what you like about a person (personality traits); abilities	
(b) Understands that it is better to concentrate on a person's strengths.	(b) CONCENTRATING ON STRENGTHS i) Why should you concentrate on strengths? - gives a positive concept of self and others	PRESCRIBED TEXT: - You and Your Health Chapter 1

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. SELF UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Develops an awareness of one's strengths to increase one's self-confidence.	1(a) STRENGTHS i) How to assess strengths? - things you feel good about doing - things you receive praise from others for doing ii) How do we build self-confidence? - counting your strengths when unsure - asking the advice of grown-ups and friends - talking about situations causing concern - trying something new	KIT: (R) - DUSO Kit I Singing Game: "You Can Do It Too" p.p. 40-41. (helps children gain confidence in their abilities) Introductory Story VI: "DUSO and Squeaker" (gives children a chance to talk about their achievements, and builds their confidence in their ability to try new things) Unit Song VI: "Have a Go At It"
(b) Demonstrates a basic understanding of one's importance as an individual and as a member of a group.	1(b) IMPORTANCE AS AN INDIVIDUAL AND GROUP MEMBER i) Who needs us? - home (family); school (classmates, teachers); friends (school, neighbourhood); neighbourhood; relatives (aunts, uncles, grandparents) ii) What groups need us? - sports; school activities; church groups; community groups	Other useful resources are listed in the Appendix as Supplementary Resources.
B. LIFE CAREERS 1. THE WORLD OF WORK (a) Demonstrates familiarity with occupations related to maintaining a home and family, a school, and the community.	1(a) THE ROLE OF THE HOME, SCHOOL AND COMMUNITY i) What is the role of parents? - provide food; provide shelter; provide clothing; provide love and comfort; provide security and protection - teach values, behaviour	FILMSTRIP: (R) - The World Of Work: "Working Up to A Busy Day" and "Workers and Their Work"

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
(b) Observes that occupations exist to provide services and produce goods.	ii) What is the role of the school? - provide an education; provide physical activity; provide preparation for the working world iii) What is the role of the community? - provide public service; provide protection and medical services; provide goods (b) PROVISION OF GOODS AND SERVICES i) What are some service occupations? - dentist; doctor; bus driver; barber/hairdresser; teacher; waiter/waitress; fire fighter; mail deliverer; grocer; secretary; police officer ii) What are some occupations that produce goods? - shoemaker; farmer; cook; carpenter; dairy worker bricklayer; construction worker; dressmaker/tailor	KIT: (R) - DUSO Kit I: Unit I, cycle B Story: The Fairfield Fire Department (Four volunteer firemen have other full-time occupations; housewife, farmer, druggist and car wash owner.) VIDEOTAPE: (R) - What Do You Want To Be? (Order from ACCESS)
2. OCCUPATIONS AND LEISURE PURSUITS (a) Recognizes that what is learned in school relates to maintaining a home and family, a school, and the community.	2(a) SCHOOL CONTRIBUTIONS i) What do the academic areas teach us? - to read; to write; to communicate with others; to handle money and numbers ii) What else do we learn? - to share and cooperate with others - to gain leadership skills - to follow rules - to work carefully	FILMSTRIP: (R) - World of Work "People Who Help Our Community" and "What Is Our Economy?" KIT: (R) - DUSO Kit I Unit V, Cycle D Story V-D: "The Traffic Light Story" (shows the benefit of applying something learned in school) Problem Situation V-D: "Joey Learns to Count" (story and discussion about handling money at a store)

Instructional Objectives	Content	Learning Resources
C. CAREER AWARENESS PLANNING AND PREPARING 2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for Grade 3.	iii) Where can these skills be used? - in leisure activities; in future occupations 2(a) PREPARATION FOR NEXT GRADE i) What new skills will be taught? - cursive writing; multiplication and division ii) What grade two skills will be needed? - reading; printing; adding and subtracting; listening; speaking; viewing; physical skills	KIT: (R) - DUSO Kit I Unit VI, Cycle D Role Playing Activity VI-D: "The Careful Worker" (shows careful and careless performance of different tasks) - DUSO Kit I Unit III, Cycle D Role Playing Activity III-D: "Timber" (shows how everyone is needed to get a job done)

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT 1. BODY GROWTH (a) Learns that the cell is the basic structural unit of life.	1(a) BODY CELLS i) What is a cell? - beginning of life; basic unit for all living things ii) Where are cells located? - plants; animals; humans iii) What do cells have in common? - are alive; they replicate; they breathe; take in food; get rid of wastes; eventually die	VIDEOTAPES: (R) - All About You "Secrets In Your Cells" "What Are You Made Of?" (Available from ACCESS)
(b) Learns that there are human growth stages but each person grows in a unique way or pattern.	(b) GROWTH STAGES i) What are the stages of growth? - pre-natal; infancy; childhood; pre-adolescence; adolescence; adulthood	- All About You "Look At You Now" (Available from ACCESS)
(c) Recognizes that people grow physically at different rates.	(c) GROWTH RATES VARY i) Why do growth rates vary within the same sex? - heredity; environment; childhood health conditions; culture ii) What about the opposite sex? - expected growth spurt for girls 10-11 - expected growth spurt for boys 12-13	PRESCRIBED TEXT: - Being Healthy Chapter 3, and p.p. 40-47. Additional useful resources are found in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
(d) Learns the basic protection of the senses (especially sight and hearing).	(d) PROTECTING THE EYES AND EARS i) What should our eyes be protected from? - from objects (fireworks, stones, sharp sticks, toys, BB guns) - from light (looking directly at the sun, sun lamps, industrial lights-welding) - from chemicals (household ammonia, cleaning solutions) - from objects in sports ii) How can the ears be protected? 1. From Infections? - keeping area around the ear clean 2. From Injury? - never hit another person on ear - never put things in ear - avoid loud noises - wearing special equipment to protect ears, i.e. ear muffs	PRESCRIBED TEXT: - Being Healthy Chapter 5, and p.p. 76-93. FILMSTRIP: (R) - Health: Decisions For Growth "Eyes, Nose and All Those" (Harcourt, Brace and Jovanovich) VIDEOTAPE: (R) - All About You "Listen, Look And Learn" (Order from ACCESS)
3. PARTS OF THE BODY (a) Develops helpful practices for the care and maintenance of all body systems.	3(a) BODY CARE AND MAINTENANCE i) What daily care is required? - relaxation; sleep; exercise; nutrition; cleanliness; mouth care ii) Who do you visit for examinations? - doctors (body checks); dentists (mouth checks); optometrists or school nurse (eye checks)	PRINT: (R) - Red Cross Health and Resource Package "I'm Taking Care of Myself" (Available from Canadian Red Cross Society)

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	iii) When do you visit? - when problems develop - regular examinations (dentist)	VIDEOTAPE: (R) - All About You "Good Mouth Keeping" (Available from ACCESS)
(b) Understands the structure and functions of teeth.	(b) STRUCTURE AND FUNCTIONS OF TEETH i) What is the structure of a tooth? - enamel; crown; root; gum ii) How many teeth do we have? - primary: 20; permanent: 32 iii) What are the functions of the three kinds of teeth? - incisors and cuspids: cutting teeth - bicuspids: pointed chewing teeth - molars: strong, grinding surfaces	PRESCRIBED TEXT: - You and Your Health p.p. 104-107.
(c) Understands the effects of the loss of primary teeth and damage caused by the loss of permanent teeth.	(c) LOSING TEETH i) What about losing primary teeth? - 6-7 years old - begins with central incisors - makes room for permanent teeth ii) What about losing permanent teeth? - loss by accident or through decay; affects appearance, comfort, speech, digestion; preserving loss of teeth through crowns and braces; replacing lost teeth with false teeth	

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
(d) Recognizes that foods affect teeth.	(d) TEETH, FOOD PRODUCTS AND PLAQUE i) What is plaque and how does it affect one's teeth? - a sticky, colourless coating of bacteria on our teeth - plaque causes cavities and gum diseases ii) How is sugar harmful to teeth? - works with plaque on teeth - causes cavities and decay iii) What products help teeth? - foods low in sugar	
B. NUTRITION 1. IDENTIFICATION OF NUTRITIOUS FOOD (a) Recognizes and identifies nutritious foods.	1(a) NUTRITIOUS FOODS i) What is a nutritious food? - supplies essential substances to the body that allow us to grow, and give us energy to work, play and maintain health	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada)
(b) Classifies foods into the four food groups.	(b) CLASSIFICATION OF FOODS i) How can foods be classified or grouped? - nutritious foods are usually placed into four groups (based on nutrient content); this is the basis of Canada's Food Guide. - breads and cereals - fruits and vegetables - milk and milk products - meat and alternates	PRESCRIBED TEXTS: - You and Your Health p.p. 80-85 - Being Healthy Chapter 6, and p.p. 94-105.

Instructional Objectives	Content	Learning Resources
	ii) Food may contain items from more than one food group and are often referred to as "combination foods", e.g. sandwiches, pizza and stew. iii) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide, are called "extras" e.g. cake, sauce.	
(c) Develops an appreciation for nutritious foods.	(c) APPRECIATION OF NUTRITIOUS FOODS i) How can we encounter and enjoy a wide variety of snack items? - the personal experience of actually tasting nutritious snacks, together with classmates, has proven to be an excellent method of learning about nutrition	FILMSTRIP: (R) - Good Foods, Good Times "On the Go with Grandma"
3. IDENTIFICATION OF QUANTITIES (a) Identifies quantities of foods needed.	3(a) DAILY FOOD REQUIREMENTS i) How do we know how much food from each food group should be eaten? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals ii) What is an example of the quantity of food that an average 7 year old might eat in one day? - Breads and Cereals 3-5 servings (one serving is one slice of bread or 125 ml - 200 ml cooked macaroni, rice, oatmeal)	VIDEOTAPES: (R) - All About You "It's What You Eat" "What's Your Fuel?" (Available from ACCESS) PRESCRIBED TEXT: - Being Healthy Chapter 6, and p.p. 106-112.

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
	- Fruits and Vegetables 4-5 servings (one serving is 125 ml vegetables or fruit or juice) - Meat and Alternates 2 servings (one serving is 2 eggs, 60-90g lean meat, poultry, fish) - Milk and Milk Products 2-3 servings (one serving is 250 ml of milk, yogurt, cottage cheese or 45 g cheese.	
C. GROWING UP HEALTHY 2. REST (a) Learns that rest and relaxation is essential for a healthy body and mind.	2(a) REST IS ESSENTIAL TO HEALTH i) What is the purpose of rest? - growth; recover from fatigue; appearance; mental outlook ii) When should we rest? - bedtime; when tired	PRESCRIBED TEXTS: - You and Your Health Chapter 3 - Being Healthy p.p. 10-11.
(b) Identifies the differences in energy and behaviour when fully rested, compared to too little rest.	(b) EFFECTS ON ENERGY AND BEHAVIOUR i) When rested how are energy and behaviour affected? - better school performance; better mental outlook; happier person; participation with friends in activities ii) What happens when we have too little rest? - tired; candidate for disease; lack energy to play with others; poor mental outlook	

Instructional Objectives	Content	Learning Resources
(c) Learns that physical activity promotes fitness and enjoyment.	(c) PHYSICAL ACTIVITY FOR FUN AND FITNESS i) What are the advantages of being fit? - improves your strength; improves your flexibility; improves your endurance (the functioning of your cardio-respiratory systems) ii) How can you enjoy fitness? - by including your family and friends in fitness activities - choosing fitness activities that are fun - not always having the end point as winning or losing	
4. APPEARANCE (a) Bathes regularly for physical, emotional and social well-being.	4(a) BATHING AND SHOWERING i) What about physical well-being? - pleasant appearance ii) What about emotional well-being? - feel better; happier you iii) What about social well-being? - better accepted by others iv) How often should you bathe? - regularly v) What procedures should you follow? - take soap; towel - washcloth; clean underclothes; clean area when finished	PRESCRIBED TEXTS: - You and Your Health p.p. 98-99. - Being Healthy p.p. 14-15

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Understands what to do when not feeling well.	1(a) AIDS TO GETTING WELL i) What are some practices to follow when not feeling well? - tell parent or teacher - stay in bed, get rest - take medicines given by parent or doctor (if needed) - see doctor - show consideration for others (cover mouth when coughing, sneezing, etc.)	PRESCRIBED TEXTS: - You and Your Health p.p. 98-99. - Your Health and You Chapters 5 and 9. VIDEOTAPE: (R) - All About You "Sneezies, Wheezies and Measles" (Order from ACCESS)
E. SAFETY AND FIRST AID 1. SAFETY PRACTICES (a) Identifies and describes personal and family safety practices. (It is recommended that this sub-theme be taught at the beginning of the school year)	1(a) PERSONAL AND FAMILY SAFETY PRACTICES i) How can we be safety conscious? - being cautious; being patient; showing concern for others; being prepared to handle emergencies (getting help, using the telephone properly, knowing emergency phone number); knowing the rules of (water, traffic, motor vehicles, fire and bicycles); making sure dangerous and inflammable products are stored properly; making sure all medications are stored properly (Note: refer to specific rules, pages 16-19) ii) What safety equipment do you need when engaging in sport and recreational activities? - helmets: when skating; life jackets: when boating - other safety equipment appropriate to a particular sport or activity	FILMSTRIP: (R) - Health: Decisions for Growth "Take Care" PRESCRIBED TEXTS: - You and Your Health Chapter 2. - Being Healthy Chapters 4 and 7.

Instructional Objectives	Content	Learning Resources
2. FIRST AID (a) Understands some basics of first aid.	2(a) FIRST AID i) How to take care of cuts and scrapes? - make sure cut is clean using antiseptics - bandage cut - if cut continues to bleed contact health personnel	
F. PROTECTING PEOPLE'S HEALTH 3. POLLUTION: IMMEDIATE ENVIRONMENT (a) Develops basic understanding of personal responsibility for appearance of classroom.	3(a) CLASSROOM APPEARANCE i) How can we improve classroom appearance? - no littering; - make good use of paper products (towels, writing paper) - keep dirt off shoes and boots	PRESCRIBED TEXT: - You and Your Health Chapter 5
(b) Practises classroom cleanliness recognizing its effect on one's physical and social well-being.	(b) CLASSROOM APPEARANCE i) How does classroom appearance help our physical well-being? - safety; healthy environment ii) How does classroom appearance help our social well-being? - generates pride; maintains positive attitude	
4. COMMUNITY ACTIVITIES (a) Becomes aware of community recreational facilities.	4(a) RECREATIONAL FACILITIES i) What are the locations, hours and cost of some recreational facilities? - swimming pools; skating rinks; playgrounds; biking and hiking trails; fishing and boating areas	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 3

THE OREGON CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. FINDING YOURSELF 1. SELF-WORTH (a) Learns ways to develop strengths.	1(a) DEVELOPING STRENGTHS i) How do we develop strengths? - examining likes and fun activities - noting recognition from others for: talents, hobbies, crafts and appearance - taking pride in accomplishments	FILM: (R)* - Deaf Like Me Gordon Watt Films (Order from your local I.M.C. or regional film library)
(b) Learns to cope with difficult situations.	(b) COPING WITH DIFFICULT SITUATIONS i) How do we cope with difficult situations? - admitting weaknesses - setting goals to overcome weaknesses - practising - remembering the "I CAN DO" approach	PRINT: (R)* - The Hole in the Fence
B. FEELINGS 2. DEALING WITH FEELINGS POSITIVELY (a) Develops ability to deal with feelings in positive ways.	2(a) THE POSITIVE APPROACH i) How do we deal with feelings in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings (let others understand how you feel)	PRESCRIBED TEXTS: - You and Your Health Chapter 1 - Your Health and You Chapter 2
(b) Develops ways to show positive feelings.	(b) SHOWING POSITIVE FEELINGS i) How do we show positive feelings? - take pride in appearance; take pride in work habits; take pride in accomplishments; take part in uplifting, fun activities; be around people and friends who make you feel good about who you are	*(R) - Recommended Resource.

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
D. RESPONSIBILITY TO THE WORLD 1. DEVELOPING RELATIONSHIPS (a) Learns that growing up involves making decisions and accepting the consequences.	1(a) MAKING DECISIONS i) What should be considered? - will the end result make me happy? - will the end result make me proud? - will others be pleased? - will I hurt anyone? - what are other alternatives? ii) What are some consequences? - winning or losing - accepting the results - knowing a decision is better than no decision - not being afraid to admit an error - preparing to review possibilities and to try again	
(b) Learns to accept that growing up involves some failures and discouragements.	(b) ACCEPTING FAILURE AND DISCOURAGEMENT i) What are some types of failures and discouragements? - school: grades, competitions - friends: loss of a friend, quarrels - sports: losing a game	FILMSTRIP AND KIT: (R) - It's Okay for Me: It's Okay for You "It's okay to make mistakes; What would you do?" Additional useful resources are listed in the Appendix as Supplementary Resources.

EME II:

ELATING TO OTHERS

B-THEMES:

PEERS

SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. PEERS 1. CONSIDERATION OF OTHERS (a) Discovers that helping others is rewarding.	1(a) HELPING OTHERS i) What rewards can we gain by helping others? - feel good; gain new friends; develop deeper bonds of friendship; develop broader perceptions of people and relationships ii) How do others react? - feel good; like us; appreciate us; are more willing to help us when we are in need	
2. FRIENDSHIPS (a) Develops friendships with other boys and girls.	2(a) DEVELOPING FRIENDSHIPS i) How do we develop friendships? - participate in activities; help and cooperate with others; show an interest in others; listen to others; share common interests	
4. IMPORTANCE OF SELF AND OTHERS (a) Discovers ways other people affect our self-image.	4(a) OTHERS AFFECT OUR SELF-IMAGE i) How do others affect our self-image? - by the things they say - by the things they do - by the things they do not do	PRESCRIBED TEXT: - Your Health and You p.p. 34-36 Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
B. SCHOOL 1. WORKING WITH OTHERS (a) Recognizes school as a place to be with old friends, and as a place to make new friends. 2. GROWN-UPS (a) Learns that grown-ups can help with personal relationships.	1(a) BUILDING FRIENDSHIPS i) How do you build friendships by participating? - activities; group work; conversations; sharing similarities ii) How do you build friendships by caring and sharing? - listening; being helpful; being cooperative; being considerate 2(a) ASSIST WITH PROBLEMS i) Who can help you? - parents; teachers; grandparents; neighbours; others ii) How do they help? - listen; give advice; talk of their experiences; help in clarifying problems	VIDEOTAPE: (R) - All About You "Everybody Needs A Friend" (Available from ACCESS) FILMSTRIPS: (R) - Health: Decisions for Growth "What Can You Give?"

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING

Instructional Objectives	Content	Learning Resources
A. SELF-UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Observes that people differ from one another in certain physical, intellectual and social characteristics.	1(a) PEOPLE DIFFER FROM EACH OTHER i) How do people differ from one another? - Physically: size, weight, height, gender - Intellectually: reasoning, questioning, writing, reading skills - Socially: personality type: - likes to be alone; enjoys others; likes certain activities	VIDEOTAPE: (R) - All About You "What Are You Made Of" (Available from ACCESS)
(b) Demonstrates positive attitudes towards oneself and others.	(b) POSITIVE ATTITUDES i) How do we express positive attitudes? - Toward oneself: "I Can Do" approach; understanding and accepting strengths and weaknesses - Toward others: interest in others respect for others appreciation for others	Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
B. LIFE CAREERS		
1. THE WORLD OF WORK	1(a) CONCEPT OF WORK	
(a) Develops an understanding of the concept of 'work' and identifies work roles at home and at school.	i) What is work? - occupation, business, trade, profession ii) Who has work roles in the home? - parents; children; relatives iii) Who has work roles in the school? - teachers; principal; students; janitor; secretary; nurse; teacher-aide iv) Why is work important? - gives one meaning and purpose in life - offers a sense of accomplishment which helps one's self-esteem - provides for financial security	
2. OCCUPATIONS AND LEISURE PURSUITS	2(a) SCHOOL PREPARATION FOR EMPLOYMENT	
(a) Recognizes that mastery of the basic skills will some day enhance their general employability.	i) What are some basic skills we should master? - reading; writing; speaking; listening; researching; spelling; printing/handwriting; working with others; safety consciousness	

Instructional Objectives	Content	Learning Resources
(b) Recognizes the need for effective communication skills.	(b) COMMUNICATION SKILLS i) How are communication skills enhanced? - good listening skills; good speaking skills; good spelling skills; good writing skills; good viewing skills; good use of grammar	
C. CAREER AWARENESS PLANNING AND PREPARATION 1. STUDY HABITS (a) Recognizes that habits developed in school have employment implications.	1(a) SCHOOL HABITS i) What school habits have employment implications? - promptness; perseverance; dependability; neatness; courtesy; responsibility; punctuality	
2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for DIVISION II.	2(a) ORIENTATION FOR DIVISION II i) How will Division II differ from Division I? - departmentalization: more than one teacher - homework: work not completed in class - quantity of written work: written reports - independent work: research skills, reports, projects	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT		
1. BODY GROWTH	1(a) HEREDITY -- CHILDREN DIFFER	
(a) Understands that growth patterns are affected by heredity.	i) How does heredity affect us? family traits: - build; features; eyes; skin colour; hair colour	
(b) Recognizes that children grow at different rates.	(b) CHILDREN DIFFER IN GROWTH a) In what ways do children grow differently? - physically; mentally; socially; emotionally ii) Why are there differences? - heredity; hormones; environment	
(c) Becomes aware that nutrition and physical exercise affect body weight and strength. (Elective)	(c) NUTRITION AND EXERCISE i) How is body weight affected? - by the amount and type of foods eaten - by the amount of physical activity one takes part in ii) How is body strength affected? - by an intake of appropriate nutrients - by the amount of exercise one takes part in	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Your Health and You p.p. 105-108 Additional useful resources are listed in the Appendix as Supplementary Resources.
3. PARTS OF THE BODY	3(a) DAILY DENTAL CARE	PRESCRIBED TEXT:
(a) Recognizes that teeth are made to last a lifetime and that daily dental care is necessary to maintain healthy teeth and gums.	i) Why is daily dental care important? - prevention of cavities; having a nice smile	- You and Your Health p.p. 156-159.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	ii) How often should you clean your teeth? - thoroughly once a day and if possible after every meal iii) How should you brush your teeth? - brushing techniques iv) How does one floss teeth? - importance of flossing - techniques	PRESCRIBED TEXT: - Your Health and You p.p. 120-121.

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
B. NUTRITION 1. IDENTIFICATION OF NUTRITIOUS FOODS (a) Identifies nutritious foods.	1(a) NUTRITIOUS AND NON-NUTRITIOUS FOODS i) What is the difference between a nutritious and non-nutritious food? - a nutritious food fits into one of the four food groups - any food that does not fit into a group is called an "extra"	FILMSTRIP: (R) - Good Food, Good Times "My Food and Your Food = Our Food"
(b) Develops an appreciation for foods from a variety of cultures.	(b) CULTURAL DISHES i) What are some cultural dishes? - Tacos (Mexican) - Wienerschnitzel (German) - Sukiyaki (Japanese) - Pyrogy (Ukrainian) - Rice and Peas (Jamaican) - Spaghetti (Italian) - Roast Beef and Yorkshire Pudding (British) ii) How do foods from other cultures fit into the four food groups? - research will reveal many interesting and different foreign foods that fit into the four food groups	PRESCRIBED TEXT: - Your Health and You p.p. 112-119 FILM: (R) - Nutrition...It's Not Magic "Why Did You Have Dhal for Dinner?" (Order from your school film library or from ACCESS)
2. IDENTIFICATION OF FOOD REQUIREMENTS (a) Identifies food requirements.	2(a) DAILY FOOD REQUIREMENTS i) What are the recommended daily servings from each food group? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals - it is important to select snacks from the four food groups	PRINT: (R) - Canada's Food Guide (available from Health and Welfare, Canada)

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
	ii) What amount of food might a grade 3 student eat in one day? Breads and Cereals - 3-5 servings (one serving is 1 slice of bread or 125-200 ml cooked macaroni, rice, oatmeal). Fruits and Vegetables - 4-5 servings (one serving is 125 ml vegetable or fruit or juice) Meat and Alternates - 2 servings (one serving is 2 eggs, 60-90 g lean meat, poultry, fish) Milk and Milk Products - 2-3 servings (one serving is 250 ml milk, yogurt, cottage cheese or 45 g cheese)	
3. IDENTIFICATION OF QUANTITIES (a) Plans a daily menu.	3(a) DAILY MENUS i) What could a grade 3 student's daily menu plan look like? ********** * Example: * * * * 125 ml orange juice, 1 egg, 1 toast, 125 ml milk; * * * * 125 ml milk, 1 peanut butter sandwich, carrot * * sticks, apple, water; * * * * 60-90 g chicken, 1/2 cup green peas, 1 medium potato,* * 250 ml milk * **********	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada) FILMSTRIP: (R) - Good Foods, Good Times, "The Twins Choose Winning Foods"

Instructional Objectives	Content	Learning Resources
C. GROWING UP HEALTHY		
1. FITNESS	1(a) FUN FITNESS ACTIVITIES	PRESCRIBED TEXT:
(a) Experiences and appreciates exercise as fun and practises it in the classroom, gymnasium and playground.	i) What are some classroom fitness activities? To do alone or in groups: - stretch and turn; twist and turn; bend and twist; sway and swing ii) What are some fitness activities for the gymnasium? To do alone or in groups: - walk; jump; leap; run; start/stop; change directions; gallop; slide; skip; hop iii) What are some playground activities? - bouncing objects; throwing ball; kicking ball; skipping; playing tag	- Your Health and You p.p. 182-197
4. APPEARANCE	4(a) HOW OTHERS VIEW US	
(a) Understands that cleanliness is a factor in how others feel about us.	i) What might others find pleasant about us? - hair; clothing; posture; nail care; neatness ii) What should we do to maintain cleanliness? - bath/shower regularly; wash hair when oily or dirty use soap and warm water to wash hands and face (before meals in mornings, before bed); change underclothing regularly; keep outer clothing clean; daily tooth brushing and flossing	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Learns that good health habits help us keep well.	1(a) PERSONAL HEALTH PRACTICES i) How do we curb the spread of germs? - uses own toothbrush; uses own handkerchief; uses own food utensils; keeps cuts and wounds clean ii) What about cleanliness? - regular washing and bathing; - proper and clean clothing iii) What about body protection? - immunization; tuberculosis tests; regular dental and eye examinations; doctor examinations when ill iv) What about the environment? - good ventilation in rooms; appropriate room temperature; proper lighting v) What about our living habits? - eating nutritious and balanced meals; exercising regularly; avoiding smoking; having supportive friends and family; having a positive image of ourselves	PRESCRIBED TEXTS: - You and Your Health Chapter 3 - Being Healthy Chapter 1
(b) Learns that our bodies fight disease.	(b) THE BODY FIGHTS GERMS i) How is the body able to fight germs? - building up body resistance by following positive health practices so that one is not vulnerable to disease; by antibodies (produced in the blood, that destroy or weaken bacteria or neutralize poisons of an organic nature)	

Instructional Objectives	Content	Learning Resources
2. PRESCRIPTION AND NON-PRESCRIPTION DRUGS (a) Learns that it is important to take drugs/medicines when needed and only under responsible supervision.	2(a) WHEN TO USE MEDICINES AND DRUGS i) When do we use medicines and drugs? - under supervision of parent or guardian - when prescribed by physician ii) Why do we use drugs and medicines? - illness; fever; stomach aches; headaches; colds iii) What are common types of drugs and medicines? - prescription drugs; over the counter drugs; household remedies	PRESCRIBED TEXT: - Being Healthy Chapter 8
(b) Learns to refuse to accept substances from strangers.	(b) REFUSING SUBSTANCES FROM STRANGERS i) Who should help us take medications? - only take medication under parent, guardian or medical supervision - never accept substances from strangers	
3. HARMFUL EFFECTS OF DRUGS (a) Becomes aware of the harmful effects of smoking.	3(a) HEALTH HAZARDS OF SMOKING i) Why is smoking harmful? - main cause of lung cancer - linked to pulmonary emphysema and chronic bronchitis - linked to coronary heart disease - public exposure to air pollution from tobacco smoking	

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
E. SAFETY AND FIRST AID 1. SAFETY PRACTICES (a) Identifies changes in the environment that affect safety. (b) Identifies and describes individual safety practices.	1(a) SAFETY IN ACTION i) What are some changes in the environment? - snow; ice; lightning; fog; rain; smog; fire; wind (b) PERSONAL SAFETY PRACTICES i) What are some good safety practices? - uses seat belts; chews food well before swallowing; avoids dangerous situations; learns to use matches responsibly with supervision; avoids fallen electrical lines; uses electrical outlets cautiously; ensures that areas are safe for swimming and other recreational activities; awareness of hazards when flying kites; uses mouth-guards and helmets and other safety equipment when appropriate ii) What are some bicycle safety rules? - be sure bicycle is in good working condition (brakes, steering) - use handsignals - follow traffic rules - know where to ride bicycles - give special care to riding on highways - use reflector tape - be aware of hazards - ride single file expect when passing - be alert to pedestrians, cars, other cyclists - ride to right side of roadway - dismount and walk across busy streets	PRESCRIBED TEXTS: - You and Your Health Chapter 2 - Your Health and You Chapters 4 and 7

Instructional Objectives	Content	Learning Resources
(c) Identifies and describes individuals with special knowledge and skills influencing community safety. (It is recommended that this sub-theme be taught at the beginning of the school year).	(c) COMMUNITY AGENCIES i) Who Promotes Safety? - Recreation personnel: lifeguard; playground director - Protection personnel: police officer; fire department; block parents - First-aid personnel: nurse; fire department; police officer; St. John Ambulance Personnel	PRESCRIBED TEXT: - Your Health and You Chapter 8
2. FIRST AID (a) Demonstrates how one treats burn.	2(a) TREATING BURNS i) How would you treat a heat burn? - flush skin with cold water - do not remove clothing - cover burn with clean dressing - serious burns require immediate medical attention	PRESCRIBED TEXT: - You and Your Health Chapter 2
F. PROTECTING PEOPLE'S HEALTH 1. HEALTH AND SUPPORT SERVICES (ELECTIVE) (a) Understands the roles of the community dental helpers.	1(a) ROLE OF DENTAL HELPERS i) Who are some dental helpers? - Dentist: teaches people how to look after their teeth and gums; diagnoses any dental problems and prepares a treatment plan; provides comprehensive preventive and treatment services - Dental Hygienist: teaches people how to look after their teeth and gums; removes hard and soft deposits (calculus, stains, plaque) from people's teeth; applies fluoride to the teeth to reduce tooth decay; takes required x-rays	PRESCRIBED TEXT: - Your Health and You p.p. 149-150

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
(b) Understands the importance of regular dental visits.	- Dental Assistant: teaches people how to look after their teeth and gums; helps the dentist, dental hygienist, dental nurse and dental therapist to examine and treat people's teeth and gums; sometimes polishes the teeth and applies fluoride to reduce tooth decay; takes required x-rays - Receptionist: keeps records; makes appointments (b) SEEING THE DENTIST i) When should we visit the dentist? - Regular Check-ups - Services provided by the dentist: detection of cavities; filling a tooth; extracting a tooth; cleaning; braces; straightening; capping; false teeth; gum problems - Following a dental injury	
4. COMMUNITY ACTIVITIES (a) Becomes aware of community recreation facilities.	4(a) BECOMES AWARE OF COMMUNITY FACILITIES i) What are some community recreational facilities? - Becomes aware of times, locations and user fees: swimming pools; skating rinks; playgrounds; biking/hiking trails; team sports available in community; organized activities (scouts, cubs guides, brownies); fishing and boating areas	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 4

THE CONTINUUM

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
A. FINDING YOURSELF 1. SELF-WORTH (a) Learns that respect for oneself is essential.	1(a) RESPECT FOR SELF i) Why should we show respect for self? - unique person; value to family, school and community; things done well; strengths	PRINT: (R)* - The Hole in the Fence
(b) Understands that self-concept is determined by external and internal forces.	(b) SELF CONCEPT i) What external forces determine self-worth? - friends; parents; teachers; classmates; church and community; neighbours ii) What internal forces determine self-worth? - strengths; physical abilities; confidence; intelligence; mental attitude	
(c) Recognizes that self and others change in many ways.	(c) ONGOING CHANGES i) In what ways are you and your classmates constantly changing? - physically; socially; emotionally; intellectually	
B. FEELINGS 1. EXPRESSING ONESELF (a) Recognizes that all feelings and emotions are normal and can be good.	1(a) TYPES OF EMOTIONS i) What are some types of emotions? - fear; anxiety; love; anger; depression; guilt; joy	PRESCRIBED TEXT: - You and Your Health Chapter 1 Additional useful resources are listed in the Appendix as Supplementary Resources. *(R) - Recommended Resources.

SUB-THEME(S) B. FEELINGS; C. PERSONALITY

Instructional Objectives	Content	Learning Resources
(b) Recognizes that feelings and emotions are shared by all but may be expressed differently.	(b) EXPRESSION OF EMOTIONS VARIES i) What are some ways to express emotions? - crying; laughing; singing; dancing; running; teasing; bullying; boasting	
(c) Understands that a sense of responsibility for emotional expression must be developed.	(c) RESPONSIBILITY FOR EMOTIONAL EXPRESSION i) What should we consider when expressing emotions? - consideration for others; consideration of self; time and place; result makes you happier; result makes others happier	
C. PERSONALITY 1. INFLUENCES AND CHARACTERISTICS (a) Learns the good and bad characteristics of personality.	1(a) GOOD AND BAD TRAITS i) What are some good traits? - consideration for others; respectful treatment of others; honesty with yourself and others; positive attitude ii) What are some bad traits? - actions that bring unhappiness to us and others; disrespect to others; resentment of others; jealousy of others; negative attitude iii) What is personality? - the sum total of who you are physically, mentally emotionally, and spiritually	

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
D. RESPONSIBILITY TO THE WORLD		
1. DEVELOPING RELATIONSHIPS	1(a) OUR ACTIONS AFFECT OTHERS	
(a) Recognizes the effects of one's actions on others.	i) How can actions affect others? - teasing; whispering; smiling; listening; fighting; yelling	
(b) Respects the feelings, rights, and property of others.	(b) SHOWING RESPECT FOR OTHERS i) How should we respect others? - feelings (understanding others' feelings) - rights (giving others a chance to speak) - property (returning borrowed items)	
2. PERSONAL ACCOUNTABILITY	2(a) RESPONSIBILITY FOR ACTIONS	
(a) Accepts responsibility for one's own actions.	i) How do we show responsibility for our actions? - remember each experience is a growing one - take pride in actions - admit "I DID IT" and why	

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. PEERS 2. FRIENDSHIPS (a) Understands what a good friend is.	2(a) FRIENDSHIP i) What is a friend? - person who makes us happy - person we are proud to be with in all situations - person who is truthful, honest, sincere - person who likes what we like - person who accepts us for what we are	FILMSTRIPS: (R) - People Need People "Our Friends"
(b) Learns why everyone needs friends.	(b) NEED FOR FRIENDS i) Why do we need friends? - provide companionship; talk to; play with; listen to problems; supportive; provide lifetime relationships	
(c) Learns the role of courtesy in friendships.	(c) COURTESY IN FRIENDSHIPS i) How do we show courtesy in friendships? - respect property; respect feelings; respect rights	
(d) Recognizes that sisters and brothers can be friends.	(d) SIBLINGS AS FRIENDS i) What are some other friendships? - brothers; sisters	FILMSTRIPS: (R) - People Need People "Grown-ups We Know"
(e) Learns how to make and keep friends.	(e) MAKING FRIENDS i) How do we make friends? - get involved in many activities; be a good listener; show concern for others; be cooperative; share; show a positive attitude; be forgiving; be oneself	PRESCRIBED TEXT: - Keeping Healthy Chapter 2

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
	ii) How do we keep friends? - respect for others' property, rights and feelings - being sincere and honest - being oneself	
B. SCHOOL 1. WORKING WITH OTHERS (a) Appreciates the needs of a new student.	1(a) WORTH OF OTHERS i) What should I remember about new students? - lack friends; are unsure of the situation; lack confidence; feel lonely;	
(b) Recognizes the effect of behaviour on a class.	(b) EFFECT OF CLASS BEHAVIOUR i) Who does our behaviour affect? - the whole class; the school climate; the lessons; the teacher	
(c) Accepts responsibility for one's own behaviour.	(c) RESPONSIBILITY FOR ONE'S OWN BEHAVIOUR i) How is acceptance of responsibility for one's own behaviour shown? - taking others' feelings into consideration before acting - accepting the consequences of actions	
(d) Learns that behaviour can be changed.	(d) BEHAVIOURAL CHANGE i) How can behaviour be changed? - by asking others for help - by setting short and long term goals - by working on short term goals - by constantly checking for improvements	

Instructional Objectives	Content	Learning Resources
(e) Affirms the school as a good place to be.	(e) PRIDE IN SCHOOL i) Why is the school a good place to be? - learning situations; friendships; experiences; growth in abilities; lasting memories	
(f) Takes pride in school and its accomplishments.	(f) SCHOOL ACCOMPLISHMENTS i) What contributes to my pride in my school? - hall cleanliness - classroom cleanliness - special events - cleanliness of grounds - school awards (safety) - team awards - individual awards	

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. SELF-UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Recognizes the importance of sharing time and talents with others.	1(a) SHARING TIME AND TALENTS i) Why is it important to share time and talents? - helps us get to know others - gives us a sense of accomplishment - teaches us skills of cooperation and sharing - starts us on the road to job interests and specialization	FILM: (R) Deaf Like Me Gordon Watt Films (Order from your local school film library) PRESCRIBED TEXT: - Keeping Healthy Chapter 2
2. RELATING TO OTHERS (a) Appreciates and respects individual differences and the dignity and worth of every individual.	2(a) RESPECT FOR OTHERS i) What individual differences should we respect? - talents; physical characteristics; physical abilities; mental abilities ii) How do we note the dignity and worth of others? - remember each person is unique - remember each person makes a contribution to society - remember to look for the good qualities in others	AUDIOTAPE: - "All That I Can Be" Order from ACCESS. Program under development. Completion date, March 1984. VIDEOTAPE: (R) - Bread and Butterflies "Our Own Two Hands" (Available from ACCESS)
B. LIFE CAREERS 1. THE WORLD OF WORK (a) Recognizes that people must depend on other individuals, businesses, and communities for their basic needs.	1(a) DEPENDENCE ON OTHERS i) How do we depend on others? - food - farmer, processors, retailers - clothing - manufacturer, retailers - shelter - manufacturer, builder - health care - health units, doctors, dentists, hospitals - education - schools, teachers	FILMSTRIP: (R) - People Need People "Others We Need" VIDEOTAPE: (R) - Bread and Butterflies "People Need People" (Available from ACCESS)

SUB-THEME(S) B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
(b) Demonstrates a desire to work for personal satisfaction and independence.	(b) STRIVING FOR INDEPENDENCE i) How do we strive for independence at home? - chores; homework; taking care of pets	VIDEOTAPE: (R) - Bread and Butterflies "Taking Care of Business" (Available from ACCESS)
2. OCCUPATIONS AND LEISURE PURSUITS (a) Understands that career development is a lifelong process.	2(a) LIFELONG PROCESS i) What is a career? - a person's occupations over a period of many years - activities performed to earn a living - can include joys and ambitions, and non-paid activities ii) What are the development phases of career? - childhood responsibilities; volunteering time; part-time jobs; full-time jobs; re-training needed during one's working life	
3. COMMUNITY, HOME AND SCHOOL TRENDS (a) Develops interests and aptitudes by becoming involved in various school, home and community activities.	3(a) COMMUNITY, HOME AND SCHOOL TRENDS i) What are some community activities? - sport programs; craft programs; youth and service clubs ii) What are some home activities? - craft projects; family activities iii) What are some school activities? - learning projects; sport programs; craft projects	Additional resources are listed in the Appendix as Supplementary Resources.

Instructional Objectives	Content	Learning Resources
C. CAREER AWARENESS, PLANNING AND PREPARATION 2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for Grade 5.	2(a) PREPARATIONS FOR THE NEXT GRADE i) What are some student concerns? - subject matter; study skills; friends; homework; tests and evaluations ii) What grade four skills will be useful in grade five? - good listening skills - good communications skills (writing, spelling, speaking, viewing) - knowledge of numbers and facts - process skills in science and social studies - efficient use of class time - responsibility for completing work (homework) - organizational skills (desk, notebook pages, skill in working with others)	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT		
1. BODY GROWTH	1(a) FUNCTION OF BODY CELLS	PRESCRIBED TEXT:
(a) Understands the cell as the building block for all living things, and recognizes the types and functions of cells.	i) What are some types of body cells? - muscle cells; blood cells; skin cells; nerve cells ii) What are the functions of body cells? - reproduce own kind; form tissues; tissues form body organs	- Keeping Healthy p.p. 44-45
2. BODY SENSES	2(a) SENSE OF BALANCE	
(a) Recognizes that several body organs contribute to the sense of balance.	i) What are some of the major body parts which contribute to our sense of balance? - ears; eyes; muscles; nerve endings (all coordinated by the brain)	
(b) Learns the purpose and basic structure of the two main senses - the eyes and the ears.	(b) THE EARS AND EYES i) What is the purpose of the ear? - enables us to hear; contributes to the sense of balance ii) What is the structure of the ear? - the outer ear - sound enters - the middle ear - bones of ear located between ear drum and middle ear - sounds transmitted - the inner ear - sensory cells are located - sounds interpreted by brain	FILMSTRIP: (R) - Your Healthy Body "Your Ears" Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	iii) How do we care for our ears? - washing with soap and water - avoiding sharp objects in or near the ears - avoiding loud noises - seeing a doctor when wax build-up is abnormal or when a problem arises	
	iv) What is purpose of the eyes? - depth perception - note relationships of objects to one another - important in accomplishing fine tasks such as puzzles, sorting, games, to see large and small shapes (such as numbers and letters) - appreciate beauty - to read - to view	FILMSTRIP: (R) - Your Healthy Body "Your Eyes"
	v) What is structure of the eyes? - cornea - clear covering over eye - iris - coloured part of eye, controls size of pupil - pupil - opening in centre of eye, light enters - retina - inside lining of eye, passes messages to the optic nerve - lens - oval structure behind the iris focuses light onto retina - optic nerve - carries message (image) to the brain	POSTERS: (R) - The Human Eye Alberta Optometric Association Professional Centre #2 93333-50th Street Edmonton T6B 2L5 (Free)
3. PARTS OF THE BODY (BODY SYSTEMS) (a) Recognizes that body organs are essential to life and body function.	3(a) MAJOR BODY ORGANS i) What is a body organ? - a group of tissues that are arranged to form a special structure which does a particular kind of work	PRESCRIBED TEXT: - You and Your Health p.p. 47-57

Instructional Objectives	Content	Learning Resources
(b) Understands the purposes, locations and structure of the digestive and urinary systems.	ii) What are the names of the major body organs? - brain; heart; lungs; stomach; liver; small intestine; large intestine; kidneys; skin (b) DIGESTIVE SYSTEM i) What is the purpose of the digestive system? - food is broken down and used by the body as a source of energy ii) What is the structure of the digestive system? - teeth - chew food - salivary glands - makes saliva which helps break down food - esophagus - food passage to stomach - stomach - churns food and adds digestive juices - small intestine - sends digested food into blood stream - large intestine - disposes of wastes iii) What are health problems associated with the digestive system? - vomiting; diarrhea; constipation; appendicitis; ulcers; heartburn; indigestion iv) How can a healthy system be maintained? - eat a balanced diet; sufficient nutrients and roughage	

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	(b) URINARY SYSTEM i) What is the purpose of the urinary system? - removes waste from the blood ii) What is the structure of the urinary system? - kidneys - separates waste matter from the blood and passes it to the bladder - bladder - a thin bag in the body stores the urine from the kidneys iii) What are some health problems associated with the urinary system? - infections of the kidneys or bladder - kidney stones	
(c) Recognizes that teeth should last a lifetime.	(c) LIFETIME DENTAL CARE i) What are some good dental rules to follow? - daily brushing and flossing removes plaque and minimizes gum problems - good diets - Canada's Food Guide - use of fluorides - regular dental visits	FILMSTRIP AND KIT: (R) - Your Healthy Body "Your Teeth"

Instructional Objectives	Content	Learning Resources
(d) Understands that certain dental problems require specialized help.	(d) SPECIALIZED DENTAL CARE i) What are some signs of possible dental problems needing special care? - swollen jaws - poor oral habits such as finger or thumb sucking beyond the age of three to five years - toothache - dental plaque (soft deposits) - dental calculus (hard deposits) - bleeding gums - black or brown area or cavity on the top or at the side of the tooth crown - chewing on only one side of the mouth - loose teeth ii) What are some preventive activities performed by dental professionals? - teaching patients how to look after their own teeth and gums to keep them healthy. iii) What are some types of dental treatment provided by the dentist? - fillings for decayed teeth - root canal - straightening of teeth (orthodontic treatment)	PRESCRIBED TEXT: - Keeping Healthy p.p. 120-126
B. NUTRITION 1. IDENTIFICATION OF NUTRITIOUS FOODS (a) Identifies nutritious foods.	1(a) NUTRITIOUS FOODS i) What is nutritious food? - supplies essential substances to the body that allow us to grow and give us energy to work, play, and maintain health	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada)

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
(b) Classifies foods into the four food groups.	(b) CLASSIFICATION OF FOODS i) How can foods be classified or grouped? - nutritious foods are usually grouped into four categories (based on nutrient content). This is the basis of Canada's Food Guide. - Breads and Cereals - Milk and Milk Products - Fruit and Vegetables - Meat and Alternates ii) Food may contain items from more than one of the food groups and are often referred to as "combination foods", e.g. sandwiches, pizza, stew. iii) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide, are called "extras" e.g. cake, sauce.	PRESCRIBED TEXT: - Keeping Healthy Chapter 6. FILM: (R) Nutrition...It's Not Magic! "Why Did You Eat That?" (Order from your school film library or ACCESS)
(c) Identifies functions of a variety of foods.	(c) FUNCTIONS OF FOODS i) What are the functions of food? - Breads and Cereals - provide energy. - Fruits and Vegetables - provide health protection. - Milk and Milk Products - body builder (bones and teeth). - Meat and Alternates - body builder (muscles and tissues).	
2. IDENTIFICATION OF FOOD REQUIREMENTS (a) Identifies food requirements.	2(a) ACTUAL DAILY REQUIREMENTS i) How much food from each food group should be eaten? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals	

Instructional Objectives	Content	Learning Resources
	ii) How many servings from each food group should an average Grade 4 student have in one day? - Breads and Cereals 3-5 servings (one serving is one slice of bread or 125-200 ml cup of cooked macaroni, rice, oatmeal). - Fruits and Vegetables 4-5 servings (one serving is 125 ml vegetables or fruit or juice). - Meat and Alternates 2 servings (one serving is 2 eggs, 60-90 g lean meat, poultry, fish). - Milk and Milk Products 2-3 servings (one serving is 250 ml milk, yogurt, cottage cheese or 45 g cheese).	
3. IDENTIFICATION OF QUANTITIES (a) Plans a balanced breakfast and nutritious snacks.	3(a) PLANNING A BALANCED BREAKFAST i) Why is it important to eat a balanced breakfast? - daily food intake must be distributed throughout the day - we must "break" the fast ii) Why are nutritious snacks important? - nutritious snacks complete the energy requirements of Canada's Food Guide	PRINT: (R) Canada's Food Guide - "1982 Sheet" (Available from Health and Welfare Canada)

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
(b) Selects nutritious foods.	(b) CHOOSING FOODS i) When could we eat foods that are classified as "extras"? - when the daily requirements for Canada's Food Guide have been fulfilled and additional intake of sugars and/or fats would not be harmful ii) What should you do to have a balanced breakfast? - get up a little earlier - help plan and prepare breakfast	GAME: (R) - Up With Nutrition Order from Alberta Teacher's Association.
C. GROWING UP HEALTHY 1. FITNESS (a) Learns that the relationship among nutrition, rest, exercise, adequate sleep and physical activity promotes a healthy lifestyle.	1(a) PERSONAL FITNESS ATTITUDE i) What are some of the important components which contribute to good health? - exercise; rest; adequate sleep; weight control; nutrition; daily vitality; positive outlook on life	FILMSTRIPS: (R) - Your Healthy Body "Keeping Fit" PRESCRIBED TEXTS: - Keeping Healthy p.p. 200-217.
3. WEIGHT, STRENGTH AND POSTURE (a) Learns good posture techniques.	3(a) ELEMENTS OF GOOD POSTURE i) What are good posture techniques? - head erect; chest forward; shoulders back slightly; arms hang at sides; stomach in; feet flat - weight evenly distributed	- You and Your Health Chapters 4 and 5
(b) Learns the importance of good posture and its physical and social effects.	(b) IMPORTANCE OF GOOD POSTURE i) What are the social effects of good posture? - reflects mental attitude; air of confidence; clothes fit better; appear physically fit	

Instructional Objectives	Content	Learning Resources
(c) Becomes aware of some of the postural disorders and how these can be avoided.	ii) What are the physical effects of good posture? - body alertness; better body coordination (c) How do we avoid postural disorders? - sway backs - should hold tummy in - slumping chests - hold shoulders back - poor distribution of weight - can be corrected by head up and chin up	
4. APPEARANCE (a) Understands the structure and function of the skin, hair and nails.	4(a) SKIN, HAIR, NAILS i) What is the structure of skin, hair, and nails? Skin - epidermis (top layer) - dermis (inner surface) Hair - root; shaft Nails - hardened skin cells ii) What is the function of skin, hair, nails? Skin - gives off perspiration - regulates body temperature - contains blood vessels, nerves, sweat glands - protective cover Hair - provides warmth; protects skin; responds to touch Nails - scratching	FILMSTRIP: (R) - Your Healthy Body "Your Skin"
(b) Knows how, and how often to wash hair.	(b) HAIR WASHING i) When and how do we wash hair? - when hair is oily; shampoo; proper rinsing	

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
(c) Practises proper techniques for cutting fingernails and toenails.	(c) NAIL CARE i) How do we care for fingernails/toenails? - use emery board for shaping; use scissors to trim edges to round for fingernails and straight across for toenails; clean with nail brush; watch for ingrown toenails	
(d) Understands the effect of nutrition on skin, hair and nails.	(d) EFFECTS OF NUTRITION ON APPEARANCE i) How does nutrition affect skin, hair and nails? Hair - growth, texture, shine Skin - texture, type (dry, oily) Nails - growth, texture, brittleness, softness, spotty appearance	
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Understands that diseases can be communicable and noncommunicable.	1(a) COMMUNICABLE AND NONCOMMUNICABLE DISEASES i) What are communicable diseases? - a disease caused by a specific infectious micro-organism or by its poisonous products, that has invaded a human being - many are spread from person to person or via such agents as plants or animals ii) How do we prevent communicable diseases? - washing (cleanliness); immunization; covering mouth when coughing	KIT: (R) - Canadian Cancer Society "Smoking and Health Kit for Grades 4-6" (Includes transparencies of lungs, posters, slide-rule game of questions and answers, etc.)

Instructional Objectives	Content	Learning Resources
	iii) What are non-communicable diseases? - diseases caused by: - environment; heredity; poor nutrition; smoking; lack of exercise; alcohol; sunshine; infections iv) How do we prevent non-communicable diseases? - changes in environment; learning more about hereditary factors; changing living fabits; research into new preventions	PRESCRIBED TEXTS: - You and Your Health - Keeping Healthy Chapter 5
(b) Understands what causes diseases.	(b) CAUSES OF DISEASE i) What causes disease? - system malfunctions; germs (bacteria, viruses, toxicity (poisons); risk factors in living habits (i.e. smoking, high alcohol consumption, high fat consumption, hypertension etc.)	PRESCRIBED TEXTS: - You and Your Health Chapters 2 and 6. - Keeping Healthy p.p. 94.
2. PRESCRIPTION AND NON-PRESCRIPTION DRUGS (a) Is able to differentiate between prescription and non-prescription drugs.	2(a) DRUGS - EFFECTS AND USE i) What are prescription drugs? ii) What are non-prescription drugs?	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
(b) Lists types of prescription and non-prescription drugs.	(b) TYPES OF DRUGS i) What are some types of prescription drugs? - antibiotics - penicillin; pain killers ii) What are the types of non-prescription drugs? - aspirin; inhalants; alcohol; caffeine; tobacco; cough syrup; vitamins	
3. HARMFUL EFFECTS OF DRUGS (a) Understands the reasons people use drugs for non-medical purposes.	3(a) WHY PEOPLE USE DRUGS i) What are some of the reasons why people use drugs? - need to feel different; unhappiness; curiosity; conformity; examples set by older children and adults; peer group pressure ii) What influences the effects of drugs? - dose; tolerance; individual make-up; interactions with other drugs; setting (atmosphere environment)	PRESCRIBED TEXT: - Keeping Healthy Chapter 8, and p.p. 173-183.
(b) Recognizes that commonly used beverages and foods contain caffeine and understands the effects of caffeine.	(b) CAFFEINE - EFFECTS AND USE i) What products contain caffeine? - tea; coffee; soft drinks; analgesics ii) What are the effects of caffeine? - is a stimulant; increases blood circulation; increases nervousness; can cause loss of sleep; may lead to headaches; may lead to digestive disturbances.	PRINT: (R) - Caffeine - Drugs of Abuse - coffee, Tea, and Me

Instructional Objectives	Content	Learning Resources
E. SAFETY AND FIRST AID 1. SAFETY PRACTICES (a) Recognizes pedestrian rules and regulations.	1(a) PEDESTRIAN SAFETY i) What are important pedestrian rules? - wear reflective clothing at night; walk facing traffic; use sidewalks; cross at street lights; use marked intersections; avoid jaywalking; avoid walking on train tracks; observe and obey traffic signs and signals; be careful when environmental conditions are hazardous; walk, don't run across streets and roadways; obey school safety patrol	PRESCRIBED TEXTS: - You and Your Health - Keeping Healthy Chapter 4
(b) Recognizes safety procedures at home and in the school.	(b) SAFETY PROCEDURES AT HOME AND AT SCHOOL i) What are some safety procedures for home and school? - safe use of matches and cleaning fluids - fire and safety regulations - safe use of electrical outlets - care when using sharp tools ii) What safety equipment could be used? - helmets; life jackets; mouth guards and other equipment appropriate to the activity	
(c) Shows courtesy and caution when boarding and riding in vehicles.	(c) COURTESY i) What are some safety rules for riding on a bus, subway, train, or plane? - wait on sidewalk, not on roadway; have ticket or pass ready; wait for people to dismount before boarding; avoid pushing; avoid rough play; keep arms inside (bus); don't throw objects out ii) What are some safety rules for riding in a car? - seat belts; courtesy to driver; appropriate car activities	

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
(d) Is aware of recreation safety in the community.	(d) RECREATION SAFETY i) What are some playground and park safety rules? - being cautious of strangers and animals - appropriate safety behaviour - appropriate use of equipment - retrieving balls safely from traffic areas ii) What are some water safety rules? - lifeguard on duty or adult supervision; swim with a friend; no horseplay; take swimming lessons	
(e) Is aware of good bicycle safety practices.	(e) BICYCLE SAFETY i) What are some bicycle safety rules? - be sure bicycle is in good working condition (brakes, steering) - use handsignals - follow traffic rules - know where to ride bicycles - give special care to riding on highways - use reflector tape - be aware of hazards - ride single file except when passing - be alert to pedestrians, cars, other cyclists - ride to right side of roadway - dismount and walk across busy streets (refer to safety rules in grade 3, page 62).	
2. FIRST AID (a) Will demonstrate basic first aid and life saving techniques.	2(a) BASIC FIRST AID AND LIFE SAVING i) What are some emergency situations? - stopped breathing; poisoning; burns; bleeding; choking; falling; frostbite; sunburn	

Instructional Objectives	Content	Learning Resources
	ii) What are some emergency procedures? Seek immediate help if possible: - sunburn - get out of the sun; cool skin with water - cuts - clean areas with antiseptics; bandage - choking - blows to the upper back with the heel of one's hand; if this does not work then use Heimlich Maneouver - (bear hug) - stand behind victim; wrap arms around victim's waist, make a fist with one hand and with other hand, press upward forcefully and quickly on stomach area below ribs and above navel - poisoning - call nearest poison control centre or hospital emergency for advice, check label for emergency instructions and keep the bottle to bring to the hospital - frostbite - warm water on area, if conscious give person warm liquids, to avoid further tissue damage do not massage affected area. NOTE: Treatment of frosbite varies with the degree of the frosbite. - burns - cold water - bleeding - direct pressure on wound, clean wound with water, apply bandage with clean dressing, elevate - nosebleeds - sit down, tilt head slightly forward, pinch nose, breath through the mouth, hold for 10 minutes to allow clot to form, if bleeding persists seek medical attention iii) What should be done when breathing stops? - apply artificial respiration by doing the following: - lay person down on back; clear mouth; tilt head back (put towel under shoulders so mouth opens by itself) pinch nose; put mouth over victim's; blow in air until chest rises; air escapes; chest falls	

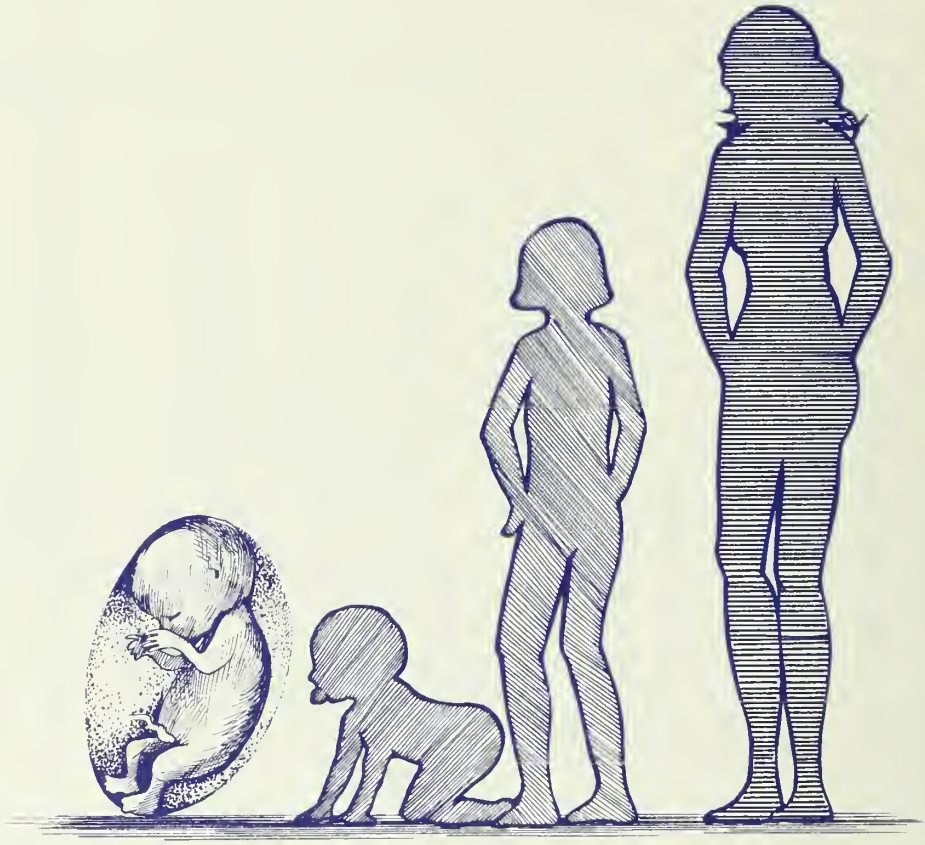
SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
F. PROTECTING PEOPLE'S HEALTH		
1. HEALTH AND SUPPORT SERVICES (ELECTIVE)	1(a) PRIMARY SUPPORT SYSTEMS	
(a) Understands the reasons people need support systems.	i) What are the reasons for primary support systems? - daily stress and problems related to: - school - home - friends - personal inadequacies	PRESCRIBED TEXT: - Keeping Healthy Chapter 8
(b) Identifies some of the primary support systems available.	ii) What type of systems are available? - your own judgement; parents; teachers; school counsellors; school nurse; medical doctor; religious advisors; friends; classmates; club leaders	
(c) Identifies ways to use primary support systems.	iii) How do we use the support systems? - decide if you can do it alone or if you want help - decide who can help - make an appointment, or ask for time to talk with person - say what your problem is - tell what solutions you first tried on your own - listen to the helper's solution - help decide on a solution - remember what to do if it happens again - continue with follow-up talks as needed	
3. POLLUTION	3(a) RESPONSIBILITY TO PROTECT AND SAVE	PRESCRIBED TEXTS:
(a) Recognizes that one must interact and relate with the total environment for one's own protection. (Elective)	i) What responsibilities do people have towards the environment? - conserve water - prevent air pollution - conserve electricity - prevent noise pollution - conserve heat - restrict pesticides - prevent littering - restrict radiation	- You and Your Health Chapter 7 - Keeping Healthy Chapter 7

Instructional Objectives	Content	Learning Resources
(b) Accepts responsibility for saving energy and reducing waste.	(b) How should people save energy and reduce waste? - put out all camp fires - switch off lights when not in use - watch for dripping faucets - be conscious of recycling products - avoid excess consumption of products	
(c) Accepts responsibility in disposing of wastes in appropriate receptacles.	(c) How do we dispose of waste? - use garbage cans, bags and receptacles - at home - playgrounds - in streets - on highways - in cars - in public transportation - in movies - at parks	
(d) Understands why playgrounds should be kept clean and develops attitudes for keeping school grounds clean.	(d) CLEAN PLAYGROUNDS i) Why should we keep playgrounds clean? - develop personal pride - eliminate accident and health hazards	

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

GETTING STARTED IN EDUCATION FOR SEXUALITY

There's A New You Coming

Sexuality represents an area of study that remains controversial. The approach followed in this curriculum recognizes that all students receive education about sexuality daily: from parents, peers, and the media. It is evident that our young people are confronted with an enormous array of confusing and conflicting information upon which they must make very important decisions concerning family living, sex roles and human sexuality.

With the onset of puberty and the difficult period of adolescence, students need information and an opportunity to process that information - to weigh it, clarify it in terms of their own values and those of their family.

It is important that the teacher feels confident and comfortable with the lesson. Students will immediately sense this. Just talking to another knowledgeable person prior to this lesson will help in using correct terms and feeling confident about the facts.

This unit should involve the home as much as possible. Parents should be aware of the materials covered - not just for information's sake, but in order that they may carry on the discussion at home (where the student's values originated).

Opportunity for students to "opt out" of this unit should be allowed but not expected.

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*************************************************
*                                               *
* I sent home newsletters throughout the year   *
* making parents aware of my lesson plans and my *
* thoughts to help communication between parents *
* and child about school activities.            *
*                              Teacher's Comment *
*                                               *
*************************************************
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Grouping Students

Whether lessons taught on the topic of sexuality should be presented to boys and girls together or separately is a matter of opinion.

Keeping girls and boys together may help them to understand each other, and it retains the regular atmosphere of the classroom, whereas separating the sexes may give the topic an undue emphasis and secretiveness.

On the other hand, when pupils of the opposite sex are not present girls and boys may feel more comfortable about asking personal questions and more of their real concerns may be expressed. The feelings of students should be taken into account and given precedence when teaching sexuality.

In either event, information about the changes in both males and females should be presented to both boys and girls, at least to the extent of their interests.

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*************************************************
*                                               *
* I involved the Health Nurse in this lesson.   *
* We held a Parent Information Night prior to the *
* whole health program beginning to discuss all *
* aspects of the program, especially this unit. *
* Parents were asked to fill in permission slips *
* for their child to participate in this unit.  *
* I also informed them of my open-door policy.  *
* 100% of my students take the whole course.    *
*                              Teacher's Comment *
*                                               *
*************************************************
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T E A C H I N G S E X E D U C A T I O N

Theme Five "Human Sexuality" is an optional theme. Approval by the local Board of Education is required before it is taught. School boards may choose to offer the theme in grades 4, 5 and 6, or to commence instruction in grade 5 or 6.

Experience has shown that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

It is also recommended that the teacher:

- invite guest speakers well in advance, e.g. public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- send home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

Instructional Objectives	Content	Learning Resources
A. PUBERTY 1. PUBERTY (a) Understands the meaning of puberty.	1(a) GROWTH AND SEXUAL MATURITY i) What do we mean by the term puberty? Puberty is a time of rapid growth and sexual maturity. Puberty is the stage of growth during which the reproductive organs become functional. This stage is marked by external and internal changes in both sexes. No precise age limits can be set on this period of change but it usually extends from about ten to twenty-one years; boys usually twelve to seventeen and girls between ten and fourteen.	Fully satisfactory teacher references are not available at this time. However, they will be listed as they become available.
(b) Becomes familiar with the changes that take place from childhood to adulthood.	(b) i) What are the changes from childhood to adulthood? - rapid growth - changes in body size and weight, facial features - increased maturity in thinking, making decisions, and taking action - home, school, society, have different roles	
(c) Learns that puberty brings body changes including secondary sex characteristics.	(c) i) What can girls expect? - growth spurts - voice changes - hair grows under arms and around pubic areas - breasts develop - hip development - menstruation begins - acne may appear - emotional changes	FILMSTRIP: (R) - Growing Into Womanhood Growing Into Manhood "Physical Growth", Part 1

SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Instructional Objectives	Content	Learning Resources
	ii) What can boys expect? - growth spurts - voice change - hair under arms and around pubic area, and face - acne - broader shoulders - emotional changes	
(d) Understands that males and females develop at different rates and there are wide variations within each sex.	(d) i) What are the growth variations? - girls generally mature more quickly than boys (1-2 years earlier) - the onset of maturity varies greatly within each sex	
B. REPRODUCTION 1. A NEW LIFE (a) Understands basic functions of reproduction.	1(a) FERTILIZATION AND BIRTH i) What roles do parents have in reproduction? - father: sperm - mother: egg cell ii) What is fertilization? - sperm and egg meet - new life begins iii) What is the human embryo? - begins from a single cell (1 cell from the mother, 1 cell from the father) - lives in the uterus of the mother - baby born after nine months gestation	FILMSTRIPS: (R) - Growing Into Womanhood/ Growing Into Manhood "Physical Growth", Part I

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 5

ALENIS CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. FINDING YOURSELF 1. SELF-WORTH (a) Recognizes the effects of "put-ups" and "put-downs" on the self and others.	1(a) "PUT-UPS" AND "PUT-DOWNS" ON SELF AND OTHERS i) What are the effects of "put-ups"? - positive results; self-image raised; self-confidence raised ii) What are the effects of "put-downs"? - negative results; self-image lowered; self-confidence lowered	
(b) Applies methods to improve strengths and weaknesses.	(b) IMPROVING OURSELVES i) How can we improve strengths and weaknesses? - by first determining what our strengths and weaknesses are - by practising our strengths - by determining several methods to improve lesser developed skills and practising and reflecting upon these methods	
B. FEELINGS 1. EXPRESSING ONESELF (a) Understands the need for both males and females to be able to express their feelings and emotions.	1(a) NEED TO EXPRESS FEELINGS i) Why do you need to express feelings? - to know and understand self - to help remove stress and frustration - to let other people understand how you feel	PRESCRIBED TEXT: - Growing Up Healthy Chapter 2 Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. FEELINGS; C. PERSONALITY

Instructional Objectives	Content	Learning Resources
(b) Is aware of feelings and is able to express them.	(b) EXPRESSING FEELINGS i) How can feelings be expressed? - talking; participating in activities; crying; laughing; singing; running, jumping, walking	VIDEOTAPES: (R) - Inside/Out "Can Do/Can't Do" "Strong Feelings" (Available from ACCESS)
C. PERSONALITY 1. INFLUENCES AND CHARACTERISTICS (a) Recognizes that personality is developed and influenced by most human relationships.	1(a) INFLUENCES OF HUMAN RELATIONSHIPS i) How is personality developed? - by friends - by relationships with parents, guardians, brothers, sisters, grandparents - by relationships at school - teachers, classmates	
(b) Appreciates that the social and physical environment influences feelings and attitudes. (Elective)	(b) INFLUENCES OF SOCIAL AND PHYSICAL ENVIRONMENTS i) How does social environment influence personality? - activities you enjoy doing with others (home, school, community) make one feel good ii) How does physical environment influence personality? - wholesomeness of surroundings - conduciveness towards positive actions - conduciveness towards privacy and feelings of contentment	

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
D. RESPONSIBILITY TO THE WORLD 2. PERSONAL ACCOUNTABILITY (a) Learns the positive and negative aspects of the consequences of one's actions. (b) Demonstrates honesty and reliability in a variety of situations.	2(a) CONSEQUENCES OF OUR ACTIONS i) What are the positive consequences of our actions? - sense of accomplishment - reflecting and learning from the action ii) What are the negative consequences of our actions? - worry and stress on individual - possible loss of appetite - possible development of emotional problems - may hurt others (b) BUILDING AUTHENTIC RELATIONSHIPS i) What is honesty and reliability? - being truthful with yourself and others - being dependable - being responsible	VIDEOTAPES: (R) - Inside/Out "Can Do/Can't Do" "Brothers and Sisters" (Available from ACCESS)

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
A. PEERS 2. FRIENDSHIPS (a) Develops skills that promote open authentic relationships with others. (b) Recognizes that friends do not always have to agree with one another but can still remain friends.	2(a) DEVELOPING SKILLS FOR RELATIONSHIPS i) What skills are needed to promote good personal relationships? - keeping secrets - telling the truth - not gossiping - keeping promises - carrying out commitments - being a good listener (b) DISAGREEMENTS i) How does one deal with disagreements? - talk to the person about the concern - think over the situation - discover what went wrong - consult another person for help - agree to disagree - disagree with a person's ideas without disliking him/her	VIDEOTAPES: (R) - Bread and Butterflies "I Agree, You're Wrong" (Available from ACCESS) - Inside/Out "Bully" (Available from ACCESS) FILMSTRIP: (R) - Health: Decisions for Growth "Ways to Agree"
B. SCHOOL 1. WORKING WITH OTHERS (a) Accepts the differences in abilities of school peers and recognizes classmates as a supportive group.	1(a) SUPPORTING SCHOOL PEERS i) What differences do we have? - physical; cultural; racial; values; religion; mental ii) What abilities do we have? - in sports; in school work; in crafts, music, art; personality; in hobbies	

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
2. GROWN-UPS (a) Becomes aware of the changing expectations of teachers and other adults.	iii) How can school classmates be supportive? - a team approach (work together for success) - school spirit (work together for enjoyment) 2(a) CHANGING EXPECTATIONS i) What are some changing expectations of grown-ups? - student behaviour - responsibility - learning - personal relationships	

EME III :

FE CAREERS

B-THEMES:

SELF UNDERSTANDING
LIFE CAREERS
CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. SELF-UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Develops a greater awareness of how one's activities and interests relate to occupations.	1(a) ACTIVITIES AND INTERESTS i) Why do we have activities and interests? - produce a feeling of achievement - often chosen on the basis of skills and interests - sometimes are related to occupations	AUDIOTAPES: - All That I Can Be Series being developed to fit curriculum. Expected completion date, March 1984. (Order from ACCESS)
B. LIFE CAREERS 1. THE WORLD OF WORK (a) Understands that cooperation among workers is important.	1(a) COOPERATION AMONG WORKERS i) Why is cooperation important? - task completion is easier - work becomes more enjoyable - we learn from each other	
(b) Demonstrates concern for the quality of one's work in and out of school, and recognizes that both employer and employee, or teacher and student, have a responsibility to each other.	(b) QUALITY OF WORK i) What can you do for your home, school and community? - do best job possible; be dependable; be trustworthy and honest ii) What is a teacher-student relationship? - same as employee-employer - students have a responsibility to do the best job possible - teachers have the same responsibility	Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
3. COMMUNITY, HOME AND SCHOOL TRENDS (a) Recognizes that various factors determine one's way of living.	3(a) CONTRIBUTING FACTORS TO WAYS OF LIVING i) What are the contributing factors? - income; culture; value system; occupation; living environment; interests	
(b) Observes the ways of living of various people in the community and beyond.	(b) LIFE STYLES IN THE COMMUNITY i) To what are life styles related? - one's occupation and income - one's religious and value system - one's heritage and culture - one's family life - one's education - one's special skills and abilities - one's interests - one's disabilities	VIDEOTAPES: (R) - Bread and Butterflies "The Way We Live" (Order from ACCESS) - Inside/Out "Jeff's Company" (Order from ACCESS)
C. CAREER AWARENESS, PLANNING AND PREPARATION 2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for Grade 6.	2(a) PREPARATION FOR THE NEXT GRADE i) How is school like a job? - need skills to do work; teacher or boss sets tasks; individual responsibility; evaluation of task performance; promotion based on performance ii) What are some responsibilities of Grade 6 students? - educationally: daily work, homework, studying - socially: behaviour models for younger students - school: patrols, referees, scheduled jobs such as raising flag	PRINT: (R) - Bread and Butterflies "Career Book" (has a workbook-format for reading/writing/talking activities, coordinated with the videotapes; order from ACCESS)

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT 1. BODY GROWTH (a) Understands the rate of growth and development during early adolescence results in wide variations between individuals of the same and opposite sex.	1(a) VARIATIONS OF GROWTH i) What causes variations in growth rates? - Between boys and girls: - gender - Between individuals: - variations due to: - heredity; environment; hormones	PRESCRIBED TEXT: - Growing Up Healthy Chapter 3
(b) Understands that growth at puberty occurs in spurts.	(b) GROWTH AT PUBERTY i) What causes growth spurts? - the pituitary gland (at base of the brain) which sends hormones to signal the beginning of puberty - controls all of endocrine system	FILMSTRIPS: - The Human Body Part I "Supplying the Body: The Respiratory and Digestive Systems" "Supplies in Use: Cells and the Circulatory System" "Respiratory System and Digestive System"
3. PARTS OF THE BODY (BODY SYSTEMS) (a) Learns the structure and functions of the cardiorespiratory system.	3(a) THE CARDIORESPIRATORY SYSTEM i) What is the purpose and importance of the cardio-respiratory system? - delivers air (respiratory system) and food (circulatory system) to all parts of the body - consists of two main body organs (heart and lungs)	Additional resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	ii) What is the operation and structure of the respiratory system? - oxygen travels to lungs - oxygen goes from lungs into blood system - blood and oxygen travel back to heart from lungs - oxygenated blood pumped from heart to rest of body - blood also picks up glucose from the digestive system to transport to all body cells. (Glucose is the fuel that drives the body) - blood contains white blood cells to fight infections, and red blood cells to transport oxygen	PRESCRIBED TEXTS: - You and Your Health Chapter 5 - Growing Up Healthy Chapter 6, and p.p. 122-128.
	iii) What is the operation and structure of the circulatory system? - the heart is a four-chambered double pump - as the heart beats, the contractions of the thick muscle wall (myocardium) of the heart echo through 60,000 miles of blood vessels. - the heart rests for only a fraction of a second between beats - the normal adult circulatory system contains about 8 pints of blood, which is recirculated continuously through the body - the circulatory system is a complex arrangement of vessels - arteries and arterioles (small arteries), capillaries (minute blood vessels) and veins and venules (small veins) - they branch out from one to another to distribute oxygenated blood to every cell in the body and carry off wastes - the heart has two pumping stations. The right heart pump receives the blood after it has delivered nutrients and oxygen to the body tissues, then starts it on its journey to the lungs - the lungs cleanse the blood of waste gas (carbon dioxide) and provide it with a fresh supply of oxygen	PRESCRIBED TEXT: - Growing Up Healthy Chapter 7, and p.p. 139-150.

Instructional Objectives	Content	Learning Resources
	iii) - the left heart receives the "recycled" blood from the lungs and pumps it through the circulatory system to its eventual return to the right heart iv) How do you maintain a healthy heart and lungs? - avoid smoking and being in locations where people smoke - avoid pollution from cars, coal mines - get regular exercise (keep lungs and heart healthy, keep from being obese) - eat sensibly (maintaining a well working body)	PRESCRIBED TEXT: - Growing Up Healthy Chapter 7, and p.p. 150-161.
(b) Understands the role of plaque in dental decay and periodontal disease.	(b) DENTAL DECAY i) How does dental decay start? ii) How does dental decay spread?	
(c) Learns the main causes and prevention of halitosis.	(c) PREVENTION OF HALITOSIS i) What is halitosis? - bad breath ii) What are some causes of halitosis? - plaque; eating certain foods; smoking; diseased teeth and gums; gastric disturbance; nervous conditions; coating on tonque, etc. iii) How can we prevent it? - avoid smoking; see a dentist regularly for dental care; good rest and balanced diet; daily oral hygiene	

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
B. NUTRITION		
1. IDENTIFICATION OF NUTRITIOUS FOODS		
(a) Identifies nutritious foods.	1(a) INGREDIENTS IN FOODS i) How can ingredients be identified? - the ingredients are listed on package labels in descending order of proportion	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada)
2. IDENTIFICATION OF FOOD REQUIREMENTS		
(a) Identifies food requirements.	2(a) USING CANADA'S FOOD GUIDE i) How can we know if we are eating properly? - keep a food diary and compare the daily intake with Canada's Food Guide intake recommendations ii) How much is one serving? - see Canada's Food Guide	PRESCRIBED TEXT: - Growing Up Healthy Chapter 6, and p.p. 128-134.
3. IDENTIFICATION OF QUANTITIES		
(a) Plans a balanced meal.	3(a) WHY WE EAT BALANCED MEALS? i) How can we balance foods within meals? - one food from each group - 3 or 4 food groups per meal	
(b) Chooses food wisely.	(b) ENERGY OUT - ENERGY IN i) What should people eat who require more food? - increase number and size of servings from all four food groups, some of it to be eaten as snacks - add "extras" at meals, i.e. sauces	

Instructional Objectives	Content	Learning Resources
	ii) Why do you sometimes still feel hungry? - each person differs: i) amount of daily activity ii) rate of growth iii) size of frame iv) age v) sex vi) poor meals iii) How does a person control one's weight? - a balance must be established between the amount of food energy taken in and the amount of energy used up. Weight is lost or gained if there is an imbalance. iv) Can nutritious foods be fun? - Halloween; Christmas; Easter; Valentine's Day	
C. GROWING UP HEALTHY 1. FITNESS (a) Understands how strength, flexibility, agility and endurance develop through regular exercise to promote cardio-vascular fitness.	1(a) CARDIOVASCULAR FITNESS i) What is cardiovascular fitness? - building a strong and efficient heart with a short recovery period following exertion. ii) What are the benefits of regular exercise? An increase in: - strength; flexibility; agility; endurance; cardiovascular fitness	FILMSTRIP: (R) - A Fitness Carol (Order from your local school film library)

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
(b) Learns to evaluate one's level of fitness by a pre-test and a post-test.	(b) EVALUATING FITNESS i) What are some methods to evaluate fitness? - step test; running on spot; Canadian Home Fitness Test; taking resting and working pulse rate	
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Recognizes that the body has natural and man-made defences against disease.	1(a) BODY DEFENCES i) What are the natural defences against infections? - tears (eyes); cilia (nose); saliva (mouth); stomach acid (stomach); white blood cells (liver); platelets (skin); build up immunity by contact with communicable disease ii) What are the man-made defences against infections? - immunization - drugs (penicillin, sulfa drugs) - surgical techniques (removing diseased area)	
(b) Protects one's body from diseases by giving attention to proper rest, cleanliness, vaccines and appropriate clothing.	(b) BASIC HEALTH PRACTICES i) What are the basic practices to follow in protecting your body from disease? - proper sleep (at least 8 hours) - rest during the day as needed - bathing/showering regularly - washing hands before meals - immunization - appropriate clothing - balanced diet - regular exercise	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
3. HARMFUL EFFECTS OF DRUGS		
(a) Investigates the history of tobacco. (Elective)	3(a) HISTORY OF TOBACCO i) What is tobacco? - a substance containing nicotine tars and other organic compounds ii) What is the history of tobacco? - first used in America - explorers saw Indians using tobacco - brought it back to Europe	PRESCRIBED TEXT: - You and Your Health Chapter 7
(b) Describes the immediate and long-term effects of tobacco.	(b) EFFECTS OF TOBACCO i) What are the immediate effects of nicotine? - increases rate of heart beat; contracts blood vessels; increases blood pressure; reduces appetite; numbs taste buds; increases gastric secretions in the stomach; irritates oral cavity ii) What are the long-term effects of smoking? - aggravates ulcers - lung cancer - chronic bronchitis - emphysema - coronary heart disease - fetal effect if pregnant - increased number of colds and upper respiratory infections iii) How does smoking affect others in the vicinity of the smoker? - smoke is inhaled by others which may produce nausea, coughing and aggravate respiratory problems	PRESCRIBED TEXT: - Growing Up Healthy Chapters 5 and 9.

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	- the level of carbon monoxide is elevated in the blood of non-smokers sitting near smokers - the clothing, hair, etc. of non-smokers smells smoky when sitting near a smoker - babies born to smoking mothers sometimes have a lower birth weight than those born from non-smoking mothers - there is an increased risk of respiratory infection in children of smokers	
(c) Understands the effects of smoking on one's endurance in sports.	(c) SMOKING AND SPORTS i) What happens to endurance in sports if one smokes? - difficult to breath while running - more difficult to go longer distances	
(d) Recognizes some of the reasons why people begin to smoke. (Elective)	(d) REASONS FOR SMOKING i) Why do students smoke? - lack of knowledge; peer pressure; rebellion; influence of smokers in one's family; mimicking adult behaviour; curiosity, experimentation; relieving anxiety	
E. SAFETY AND FIRST AID 1. SAFETY PRACTICES (a) Is able to identify good safety practices and attitudes toward common accident situations. (Elective)	1(a) PREVENTING ACCIDENTS i) What are some ways to prevent accidents when using skate boards, roller skating and playing ice hockey? - special equipment needed (e.g.) mouth guards helmets, special padding) - location (area free from traffic)	PRESCRIBED TEXTS: - You and Your Health Chapter 7

Instructional Objectives	Content	Learning Resources
	ii) What are some farm safety rules? - be cautious around machinery - treat animals with respect - avoid areas where chemicals and gases are stored - approach old buildings with care iii) What are some work safety rules? - proper use of tools - lifting objects with care - avoid power tools and unsupervised work areas - always wear recommended safety clothing iv) What are some ways to prevent accidents? - cross only at crosswalks or intersections - cross only on walk signal - walk, don't run, across roadways - look all ways before crossing - know and obey rules for bicycle riding - ride a safe bicycle - use seat belts when riding in cars	
2. FIRST AID (a) Develops knowledge of basic first aid procedures.	2(a) FIRST AID PROCEDURES i) What are some basic first aid procedures we should be familiar with? - review ABC's of first aid - review artificial respiration - review procedures to control bleeding	PRINT: (R) - First Aid for You and Me (Teacher Resource)

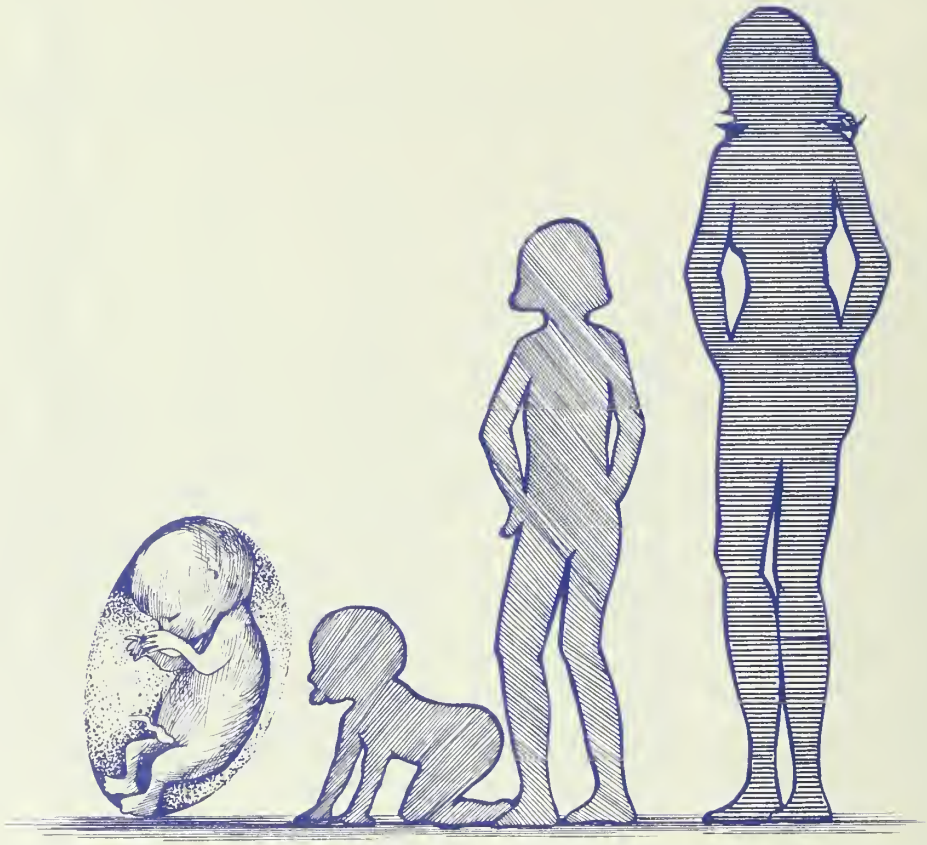
SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	ii) What should one do with a person who is unconscious but breathing? - maintain an open airway - ensure drainage of fluids (mucous, vomitus) from mouth by positioning in either semi-prone position or with head turned toward one side iii) What is hypothermia? - hypothermia is general cooling of the whole body as a result of prolonged exposure to severe cold First aid for hypothermia victims: - keep victim moving and awake until shelter is reached - give hot drinks, if available - at shelter, wrap in warmed blankets or place in a warm room - if tub is available, put victim in water which is comfortable/warm to your elbow - if possible keep arms and legs out of water	
F. PROTECTING PEOPLE'S HEALTH 1. HEALTH AND SUPPORT SERVICES (ELECTIVE) (a) Identifies some of the secondary support systems available in the community.	1(a) SECONDARY SUPPORT SYSTEMS i) What systems are available in the community? - nurse; doctor; dentist; social worker; agencies - alcoholism and drugs, consumerism, mental health, family services, health unit; churches; school counsellors; local health unit: a team of community health nurses, nutritionists, health educators, dental personnel, speech and pathology personnel, environmental health officers, family planning workers, home care personnel offering services to improve the health of the community	PRESCRIBED TEXT: - Growing Up Healthy Chapter 8

Instructional Objectives	Content	Learning Resources
2. CONSUMER HEALTH - ADVERTISING (a) Recognizes the prevalence of advertisements aimed at children in relation to foods and life style products.	2(a) EFFECTS OF ADVERTISING i) What do food advertisements emphasize? - new products - fast food products - eye appealing products - sugar-filled products ii) What do advertisements on life style products (tobacco, alcohol and drugs) emphasize? - products are associated with glamour - the concept - "if you are anybody, then you're a user" is used - "it makes you feel better" is stressed	
3. POLLUTION (a) Understands that clean air and water are important to one's health.	3(a) IMPORTANCE OF CLEAN AIR AND WATER i) Why are clean air and water important? - health and survival of humankind - vegetation growth - animal survival - maintain a balance in nature	PRESCRIBED TEXT: - Growing Up Healthy p.p. 148-161, and p.p. 208-211.
(b) Recognizes that the conservation of air and water depends upon many concerned people. (Elective)	(b) CONSERVATION i) Who should protect air and water? - all humankind should be involved - government agencies (federal and provincial) - youth clubs (Girl Guides, 4-H Clubs, Boy Scouts) - conservation agencies - (Forestry; Wildlife, Farmer Associations)	

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

T E A C H I N G S E X E D U C A T I O N

Theme Five "Human Sexuality" is an optional theme. Approval by the local Board of Education is required before it is taught. School boards may choose to offer the theme in grades 4, 5 and 6, or to commence instruction in grade 5 or 6.

Experience has shown that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

It is also recommended that the teacher:

- invite guest speakers well in advance, e.g. public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- send home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

SUB-THEME(S) A. PUBERTY

Instructional Objectives	Content	Learning Resources
A. PUBERTY 1. PUBERTY (a) Understands that the menstrual cycle is a natural integral part of human reproduction and marks the onset of puberty in females.	1(a) PUBERTY IN FEMALES i) What changes occur in girls at puberty? - natural process - onset of puberty for girls begins between 9-16 years - the ovary releases an egg cell - the egg cell travels through the fallopian tubes then to the uterus - if the egg is not fertilized by the sperm cell in fallopian tubes the egg is discharged from the body and in turn menstruation usually occurs - menstruation, or period, is a discharge of blood from the body due to the shedding of the uterus lining - menstruation lasts about 4-7 days - the cycle repeats itself every 28-32 days	Fully satisfactory teacher references are not available at this time. However, they will be listed as they become available. - It's Wonderful Being A Girl - The Human Story FILMSTRIPS: (R) - Family Living and Sex Education Series B - There's a New You Coming for Girls - There's a New You Coming for Boys FILM: (R) - Naturally, a Girl (Order from your local school film library)
(b) Understands that puberty in males is marked by the production and release of sperm cells from the body.	(b) PUBERTY IN MALES i) What changes occur in boys at puberty? - production of sperm cells begins; produced in the testes (two small sacs); mixes with semen (a milky substance); released through the penis during ejaculation; nocturnal emissions (wet dreams)	
(c) Accepts one's own stage and level of development as normal.	(c) WHAT IS NORMAL? i) What are the stages of development for boys and girls at puberty? - each has his or her own unique development pattern - varies within sexes - menstruation may begin between 10-16 years of age - boys begin their growth spurt between 12-14 years of age	Additional useful resources are listed in the Appendix as Supplementary Resources.

Instructional Objectives	Content	Learning Resources
B. REPRODUCTION 1. A NEW LIFE (a) Develops a basic knowledge of how reproduction occurs and life begins.	1(a) REPRODUCTIVE SYSTEM i) What are the parts of reproductive system? Female: - ovaries, egg cells; fallopian tubes which lead from the ovaries to the uterus; uterus, where a fertilized egg cell can grow into a new human being; vagina which leads from the uterus to the opening outside the body Male: - testicles where sperm cells are produced; scrotum - sac of skin containing two testes; penis - sperm and urine pass; semen - a white liquid containing sperm cells ii) How does new life begin? - sexual intercourse; egg cell from the female meets the sperm cell from the male; the fertilized egg imbeds itself in the female uterus; grows for nine months; baby is born as muscles push it through the vaginal canal	FILMSTRIPS: (R) - Family Living and Sex Education Series B "Advanced Human Reproduction I" TRANSPARENCIES: (R) - Family Living and Sex Education PRINT: (R) - The Human Story
(b) Appreciates the differences between physical and social emotional readiness in reproduction.	(b) MATURITY FOR REPRODUCTION i) What physical abilities are necessary? - both the female and male reproductive systems are physically mature (usually around the age of 12 or 13) ii) What social-emotional readiness is necessary? - must be able to cope with responsibilities; care of child; financial aspects	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 6

HEALTH CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF

Instructional Objectives	Content	Learning Resources
A. FINDING YOURSELF 1. SELF-WORTH (a) Understands the importance of setting short and long-term goals for oneself.	1(a) FORMULATING GOALS i) What are short-term goals? - items within reach - leads to long range goals - the "now experience" for personal happiness ii) What are long-term goals? - future plans; things you want to do in life	VIDEOTAPE: (R)* - Bread And Butterflies "Planning Ahead" "The Race" (Available from ACCESS)
(b) Learns to recognize basic values.	(b) BASIC VALUES i) What are values? - ideas one supports and believes in - the right and wrong ii) How can you identify your values? - observe what you choose freely - observe what you choose from alternatives - observe what you choose after weighing the consequences - observe what you prize and cherish - observe what you act upon - observe what you act upon repeatedly	PRESCRIBED TEXT: - You and Your Health Chapter 1 Additional useful resources are listed in the Appendix as Supplementary Resources. *(R) - Recommended Resource.

SUB-THEME(S) C. PERSONALITY; D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
C. PERSONALITY 1. INFLUENCES AND CHARACTERISTICS (a) Learns the basic differences between inherited and acquired characteristics. (Elective)	1(a) INHERITED AND ACQUIRED TRAITS i) What are inherited traits? - traits we are born with - resemble our parents, grandparents and ancestors ii) What are acquired traits? - traits you develop - through life and learning experiences - traits acquired as a result of influences from our social and physical environments	PRESCRIBED TEXT: - You and Your Health Chapter 3
D. RESPONSIBILITY TO THE WORLD 1. DEVELOPING RELATIONSHIPS (a) Learns to recognize and deal with "game-playing". (Elective)	1(a) GAME-PLAYING i) What is "game-playing" within self? - fooling yourself about reality and your beliefs (not being honest with yourself) ii) What is "game-playing" with others? - not being entirely honest, sincere and open with parents, friends, teachers, brothers and sisters	
2. PERSONAL ACCOUNTABILITY (a) Accepts responsibility for managing personal and financial resources.	2(a) MANAGING OF RESOURCES i) What are some personal resources? home - clothing - animals - possessions (toys, bicycle, sports equipment)	

Instructional Objectives	Content	Learning Resources
	school - desk - books - projects community - sport and craft equipment - uniforms ii) How do you handle financial resources? (money earned) - bartering; personal budgeting	VIDEOTAPE: (R) - Bread and Butterflies "Decisions, Decisions" (Available from ACCESS)
(b) Learns the meaning of personal and social conscience.	(b) PERSONAL AND SOCIAL CONSCIENCE i) What is meant by personal and social conscience? - your values, beliefs, life principles - they apply to how you live your own life and how you deal with others	
3. PROBLEM-SOLVING (a) Learns problem-solving and decision-making skills.	3(a) DECISION-MAKING SKILLS i) What are the steps to decision-making? - state the problem - consider all possible alternatives - go through each alternative and consider it in relation to your: - needs - desires - conscience - standards at home, religion, school - advice of parents, teachers, other adults - your own beliefs and convictions - choose one solution - be responsible for your decision (accept the consequences) - evaluate the solution	VIDEOTAPES: (R) - Trade-Offs "Choice" "We Decide "Malcolm Decides"u (Available from ACCESS)

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. PEERS 2. FRIENDSHIPS (a) Develop friendships with both sexes.	2(a) FRIENDSHIPS WITH BOTH SEXES i) What qualities of friendship relate to both sexes? - trustworthiness - being yourself - honesty - concern for others - being a good listener - being supportive ii) How do we develop friendships? - take part in school activities - joining community clubs - take an interest in others - by being yourself	PRESCRIBED TEXT: - You and Your Health Chapter 1 Additional useful resources are listed in the Appendix as Supplementary Resources.

THEME III:

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. SELF-UNDERSTANDING 1. PERSONAL INTERESTS AND ABILITIES (a) Develops a greater awareness of oneself as an individual, and how one relates to others in society.	1(a) PERSONAL AWARENESS i) What are my strengths? - interests: things one likes to do - abilities: things one does well - strengths: qualities that are perceived by others and yourself	AUDIOTAPES: - All That I Can Be (Program under development for Theme III. Completion date, March 1984. Order from ACCESS.)
B. LIFE CAREERS 1. THE WORLD OF WORK (a) Recognizes that occupations can be classified in various ways.	1(a) OCCUPATIONS i) What are some ways of classifying jobs? - product-oriented; idea-oriented; people-oriented	VIDEOTAPES: (R) - Bread and Butterflies "Me, Myself and Maybe" (Available from ACCESS)
(b) Examines a variety of occupations related to one's interests and abilities.	(b) KNOWLEDGE OF OCCUPATIONS i) Which of these occupations are related to your interests and abilities? - medical; dental; technical; educational; social; business	VIDEOTAPE: (R) - Bread and Butterflies "Things, Ideas and People" (Available from ACCESS)
(c) Recognizes the reasons why individuals change occupations.	(c) CHANGING OCCUPATIONS i) Why do individuals change occupations? - change in interests; change in abilities; change in values; change in living environment	VIDEOTAPE: (R) - Bread and Butterflies "Work Means" (Available from ACCESS)
(d) Appreciates that work is an activity that gives meaning to one's life.	(d) WHY PEOPLE WORK i) Why do people work? - personal satisfaction; a sense of achievement; financial reasons	

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
(e) Becomes aware that there is an increasing number of men and women in non-traditional roles.	(e) NON-TRADITIONAL ROLES i) What are some non-traditional roles? - men and women now have equal opportunities for jobs - male nurses - female doctors - female lawyers - male telephone operators - female mechanics, welders - male secretaries	VIDEOTAPE: (R) - Bread and Butterflies "Choosing Changes" (Available from ACCESS)
C. CAREER AWARENESS, PLANNING AND PREPARATION 1. STUDY HABITS (a) Appreciates that attitudes and habits developed in school will be useful in the world of work.	1(a) SCHOOL HABITS AND THE WORLD OF WORK i) What are some habits developed in school? - promptness - perseverance - self-discipline - dependability - neatness - courtesy - co-operation - problem-solving	VIDEOTAPE: (R) - Bread and Butterflies "School and Jobs" (Available from ACCESS)
	ii) What are some skills developed in school? - accuracy in arithmetic computation; good spelling; note-taking skills; outlining; research and information skills; knowledge about science; knowledge about other people and places	VIDEOTAPE: (R) - Bread and Butterflies "Treasure Hunt" (Available from ACCESS)
	iii) How does one develop responsibility for mastering subject matter? - teaching oneself; asking for help; realizing that learning takes perseverance; planning ways to learn; helping others learn	

Instructional Objectives	Content	Learning Resources
	iv) How do you study? - keep a notebook of assignments - establish a time for study (part of weekly schedule) - establish a place to study (same place, away from distractions) - organize equipment (chair and writing surface, good light, pen) - make written summary notes as brief as possible: single words - "code" material that must be memorized, using mnemonic tricks - study with the book closed; try to recall - close eyes and try to visualize written summary notes	
2. PREPARING FOR THE NEXT GRADE (a) Develops a greater awareness of expectations for Division III.	2(a) ORIENTATION FOR DIVISION III i) What are some student concerns? - handling the work load - making friends - learning new rules and procedures - being successful on tests - learning the building layout (not getting lost) - being accepted for a school team ii) How does a junior high school operate? - registration procedures - rules - timetabling - subjects offered - option courses - extracurricular activities - reporting format	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY DEVELOPMENT 1. BODY GROWTH (a) Understands the stages of human development.	1(a) STAGES OF DEVELOPMENT i) What are the main stages? - infancy - childhood - pre-adolescence - adolescence - adult	
3. PARTS OF THE BODY (BODY SYSTEMS) (a) Learns the structure and functions of the skeletal system.	3(a) THE SKELETAL SYSTEM i) What are the functions of the skeletal system? - provides framework to the body - protects vital internal organs - allows for movement to take place (joints) - blood cells are manufactured in bones ii) What is the structure of the skeletal system? - skull, vertebrae column, rib cage, pelvic girdle, extremities	FILMSTRIP: (R) - The Human Body II "Support and Movements: Bones and Muscles."
(b) Learns the structure and functions of the muscular system.	(b) THE MUSCULAR SYSTEM i) What are the functions of the muscular system? - gives the body tone - allows movement of body parts through muscle contraction (draws air into lungs, pumps blood, moves an arm, etc.) - propels food	Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	ii) What is the structure of the muscular system? - skeletal muscles (voluntary) - cardiac muscle (involuntary) - visceral muscle (involuntary) - internal organs (stomach, intestines) - tendons (attached to muscles and bones)	
(c) Learns about some health problems and injury prevention related to the skeletal and muscular systems.	(c) i) What are some health problems associated with the skeletal and muscular systems? - bones can break due to accidents - muscle tear (strain) - ligament tear (sprain) - tendons can be cut (finger tendons) ii) How can we prevent injuries? - avoid dangerous activities; improve fitness; improve flexibility; improve balance and coordination; always warm up before activities; always use proven equipment; wear protective equipment	
(d) Learns the purpose, structure, and function of the nervous system.	(d) THE NERVOUS SYSTEM i) What is the purpose of the nervous system? - enables man to react and adjust to various stimuli (heat, pressure, pain)	PRESCRIBED TEXTS: - You and Your Health Chapters 4 and 2 - Health For Living Chapter 5

Instructional Objectives	Content	Learning Resources
	ii) What is the structure and function of the nervous system? i) Central Nervous System - Components: brain, spinal cord Functions : controls voluntary muscles, sense organs and the mind ii) Autonomic Nervous System - Components: Sympathetic, Parasympathetic Functions : controls involuntary muscles and vital internal organs	FILMSTRIP: (R) - The Human Body, Part II "Messages and Controls: The Nervous and Endocrine Systems"
(e) Learns about some health problems related to the nervous system.	(e) What are some possible health problems of the nervous system? - injury (brain and spinal cord) -- may cause paralysis - birth defects -- may cause retardation, cerebral palsy, other disorders	
(f) Learns the structure and function of the endocrine system.	(f) THE ENDOCRINE SYSTEM i) What is the function of the endocrine system? - a system of glands and other structures that produce and secrete hormones into the circulatory system which influences metabolism and other body processes ii) What are the parts of the endocrine system? Organs having endocrine function are: - the pituitary, thyroid, parathyroid and adrenal glands; the pineal body; the gonads; the pancreas; the paraganglia (pituitary gland regulates the quantity of hormones in each body system - it is located at base of brain)	

SUB-THEME(S) B. NUTRITION

Instructional Objectives

B. NUTRITION

1. IDENTIFICATION OF NUTRITIOUS FOODS

(a) Identifies nutritious foods.

Content

1(a) NUTRIENTS IN FOODS

i) What nutrients are found in foods?

- carbohydrates
- water
- vitamins
- protein
- fats
- minerals

ii) In which food groups are these leading nutrients found and what jobs can they do for us?

- nutrients enable the body to perform all of its functions

BREADS AND CEREALS

Function: heat and energy
Nutrients: carbohydrate, iron, B vitamins

FRUITS AND VEGETABLES

Function: health, protectors
Nutrients: vitamins A and C, water, folic acid, iron, carbohydrates, protein, electrolytes, glucose, fibre

MILK AND MILK PRODUCTS

Function: body builders
Nutrients: protein, calcium, vitamin A, vitamin D, riboflavin, fat

MEAT AND ALTERNATES

Function: body builders
Nutrients: protein, iron, B vitamins, fat

Learning Resources

PRESCRIBED TEXT:

- Health For Living Chapter 6

PRINT: (R)

- Canada's Food Guide (available from Health and Welfare Canada)

Instructional Objectives	Content	Learning Resources
(b) Considers the factors which influence food choices.	(b) FACTORS INFLUENCING FOOD CHOICES i) What factors influence our food choices? - hunger - environment - climate, agriculture, food availability - advertising - cultural preferences - parental influences - peer pressure - social activities - food eaten while socializing at home, at another home, or restaurant - emotions - food eaten when happy, ill, for reward or punishment - beliefs - religious or otherwise	FILMS: (R) - Sooper Goop (Order from your school film library or from ACCESS) - Nutrition...It's Not Magic "Why Did You Eat That?" "Why Did You Buy That?" "Why Did You Do That?" "Why Did You Have Dhal for Dinner?" (Order from your school film library or from ACCESS)
(c) Chooses from food alternatives.	(c) SELECTING A BALANCED DIET i) Why is a balanced diet important? - to maintain ideal weight - to provide energy - to maintain body systems - to promote healthy growth ii) What foods served in restaurants are nutritious? - meals that meet the requirements of Canada's Food Guide (a balance of the four food groups)	

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
2. IDENTIFICATION OF FOOD REQUIREMENTS (a) Analyzes the nutrient content of combination foods.	2(a) NUTRIENT CONTENT i) What are the leading nutrients of some common combination foods? - combination foods contain leading nutrients from more than one food group - pizza - stew - macaroni and cheese - sandwiches	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada)
C. GROWING UP HEALTHY 1. FITNESS (a) Lists several physical, social, emotional and mental benefits of a fit person as opposed to an unfit person.	1(a) PHYSICAL, SOCIAL, EMOTIONAL AND MENTAL BENEFITS OF FITNESS i) What are the characteristics of a physically fit person? Probably: - eats balanced diet - is mentally alert - enjoys activities and relations with others - trim and healthy appearance - has self-confidence - positive attitude	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Health For Living p.p. 238-257 FILMSTRIP: (R) - A Fitness Carol (Alberta Parks and Recreation; distributed by School and Regional Film Libraries)
3. WEIGHT, STRENGTH AND POSTURE (a) Learns the causes of obesity and how to gain or lose weight in a healthful manner.	3(a) GAINING AND LOSING WEIGHT i) What causes obesity? - unbalanced diet - too many high kilojoule (high calorie) foods - possible glandular problems (1% of obese population) - lack of exercise - factors yet unknown	

Instructional Objectives	Content	Learning Resources
	ii) How do we lose weight? - select low kilojoule (low calorie) foods - watch food portions so that fewer kilojoules (calories) are taken in than used by the body - exercise regularly iii) How do we gain weight? - increase food portions so that kilojoule (calorie) intake is higher than that used by the body - eat foods high in kilojoule (caloric) value iv) What are the key risk factors for coronary heart disease? - smoking - lack of exercise - high blood pressure - diet high in saturated fats	
D. DISEASES AND DRUGS 1. PREVENTION AND CONTROL (a) Describes several diseases that may occur when poor cleanliness exists.	1(a) NEGLECTING CLEANLINESS i) What happens when we are unclean? - intestinal diseases (i.e. infectious diarrhea) - common infectious respiratory diseases	
2. PRESCRIPTION AND NON-PRESCRIPTION DRUGS (a) Learns the importance of taking drugs only as prescribed under responsible supervision.	2(a) TAKING DRUGS UNDER SUPERVISION i) Why should we take drugs under supervision? - to ensure that correct amount is taken	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
3. HARMFUL EFFECTS OF DRUGS		
(a) Examines why students start using drugs such as alcohol, nicotine and caffeine.	3(a) REASONS FOR TAKING DRUGS i) Why do students take drugs? - advertisements; peer pressure; adult examples; escape from reality; rebellion; group identification; experimentation	
(b) Determine what alternatives are available to drug use.	(b) ALTERNATIVES TO DRUGS i) What alternatives are available? - sports; clubs; recreation; friends; reading; art; music; dance; drama; hobbies; discussing problems with others; physical movement; outdoor activities	
(c) Investigates the use of alcohol and its effects, its potential for abuse, and community problems which occur as a result of alcohol misuse and abuse.	(c) ALCOHOL - EFFECTS AND USE i) What are some present uses of alcohol? - socializing; relaxing ii) What are some short-term effects of alcohol? - relaxation - loss of inhibitions - impaired co-ordination - inhibit reflexes - inhibit mental reactions - changes in attitudes - increased risk taking - increased bad judgements iii) What are some of the long-term effects of alcohol use? - cirrhosis of the liver - low blood sugar - loss of appetite - convulsions - possible death if overdosed - malnutrition	

Instructional Objectives	Content	Learning Resources
(d) Recognizes the effects of life style choices on the development of diseases and general health.	iv) What are some community problems due to alcohol abuse? - family breakdown; financial worries; work efficiency and time loss; child neglect; safety factors; driving accidents; increase in crime (d) EFFECTS OF DRUGS i) What are the long-term effects of smoking? - lung cancer; bronchitis; mouth irritation; emphysema; contributes to heart diseases; body takes in poisonous substances (60% gases, 40% tar and nicotine) ii) What are the effects of excessive use of caffeine? - increased blood circulation - nervousness - loss of sleep - can lead to headaches iii) What are the effects of drugs? - overdose can lead to death - disturbance of body systems - psychological and social reactions and implications iv) What influences the effect of drugs? - dose; tolerance level; individual make-up; interactions with other drugs; setting (environment, atmosphere)	PRESCRIBED TEXTS: - You and Your Health Chapter 6 - Health For Living Chapter 9 PRINT: (R) - The Journey Beyond Trips: Alcohol; Drugs of Abuse, Coffee, Tea, and Me.; Alcohol: Do You Know Enough

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
E. SAFETY AND FIRST AID 1. SAFETY PRACTICES (a) Assesses the home for safety hazards and formulates a plan (with parents) for reducing identified hazards.	1(a) HOME SAFETY ASSESSMENT i) What are some home hazards? - fire hazards - dangerous chemicals and cleaning fluids - medicines - electrical and gas outlet safety ii) What is the safe and proper use of equipment such as lawn mowers and snow blowers? iii) What safety measures should one consider when involved in recreational activities?	PRESCRIBED TEXTS: - You and Your Health Chapter 5 - Health For Living Chapter 4
2. FIRST AID (a) Develops knowledge of basic emergency procedures.	2(a) EMERGENCY CARE i) What are some basic first-aid concerns? - bleeding (circulatory system) - artificial respiration (respiratory system) - injury to bones (skeletal system) - burns (senses)	PRINT: (R) - First Aid for You and Me (Teacher Resource)

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives

F. PROTECTING PEOPLE'S HEALTH

1. HEALTH AND SUPPORT SERVICES (ELECTIVE)

(a) Examines methods and resources for reducing stress associated with health-related concerns (family break-up, death, today's living problems).

(b) Becomes aware of agencies that assist families with alcohol problems.

Content

1(a) REDUCING STRESS

i) What methods can be used to reduce stress?

- building strong self-image
- a positive attitude
- adequate rest and exercise
- expressing emotions (crying)
- hobbies and interests

ii) What resources are available to help individuals with stress problems?

- your innerself
- your family and close friends
- school teacher/counsellor
- family services organizations
- Mental Health Services
- Alberta Social Services and Community Health
- Health Unit
- child abuse centre
- church counselling services
- recreational facilities

(b) AVAILABLE ASSISTANCE FOR ALCOHOL PROBLEMS

i) What organizations are available to help the family?

- Al-Anon
- Al-Ateen
- Alberta Alcohol and Drug Abuse Commission - AADAC
- Alcoholics Anonymous
- clergymen
- family counselling services

Learning Resources

PRESCRIBED TEXT:

- You and Your Health
  Chapters 1-4

VIDEOTAPES: (R)

- Inside/Out

  "Strong Feelings"
  "Home Sweet Home"
  (Available from ACCESS)

PRESCRIBED TEXT:

- Health For Living
  Chapter 8, and p.p. 178-181.

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources

2. CONSUMER HEALTH - PURCHASING
 	
(a) Appreciates that the worth and cost of health products should be considered before purchase or use.
	2(a) PURCHASING HEALTH PRODUCTS
	
	i) What are some types of health products?
	
	- hair products
	  - shampoo; cream rinses; special products for dandruff, split ends, short hair
	- for cleanliness
	  - soaps; deodorants; creams: protection against environment
	- acne
	  - soaps; dental products (i.e. mouthwash, tooth brushes, dental floss)
		PRESCRIBED TEXT:
		
		- Health For Living Chapter 8

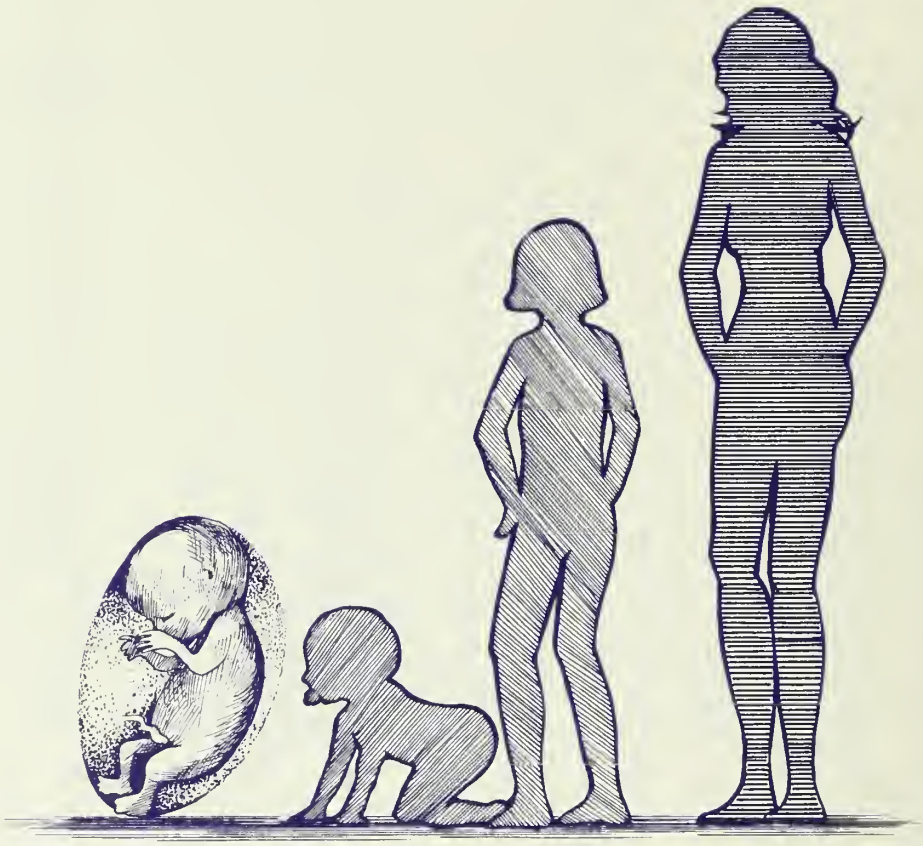
3. POLLUTION
 	
(a) Recognizes that many organizations are necessary to maintain or enhance sanitary conditions.
	3(a) ENVIRONMENTAL PROTECTION AGENCIES
	
	i) What environmental protection agencies do we have?
	
	- government agencies:
	  - Provincial; National; International
	- local agencies:
	  - fire; police; health units
	- school: through education
	- city and town community services:
	  - garbage disposal; water treatment
		PRESCRIBED TEXT:
		
		- Health For Living Chapters 7 and 10

4. COMMUNITY ACTIVITIES (a) Becomes more aware of community recreational facilities, and is encouraged to use them.	4(a) EXPANDED AWARENESS OF COMMUNITY FACILITIES i) What are some sports leagues for boys and girls? - soccer; softball; track teams; gymnastic teams; football; ringette; hockey	

Instructional Objectives	Content	Learning Resources
5. SOCIAL COSTS (a) Learns the social costs of diseases associated with smoking, alcohol, and drug use and abuse.	ii) What are some playground programs? - during holidays - during summertime - after school - soccer; softball; track teams; gymnastic teams; swim teams; football; ringette; hockey 5(a) HOW LIVING HABITS RELATE TO PHYSICAL AND MENTAL HEALTH i) How is physical health affected as a result of smoking, and drug and alcohol abuse? - deterioration of body systems causing illness and death ii) How is mental health affected as a result of smoking, and drug and alcohol abuse? - stress and anxiety due to related problems - poor health - family breakdown - social conflicts - personal dissatisfaction and unhappiness	

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

TEACHING SEX EDUCATION

Theme Five "Human Sexuality" is an optional theme. Approval by the local Board of Education is required before it is taught. School boards may choose to offer the theme in grades 4, 5 and 6, or to commence instruction in grade 5 or 6.

Experience has shown that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

It is also recommended that the teacher:

- invite guest speakers well in advance, e.g. public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- send home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

SUB-THEME(S) A. PUBERTY

Instructional Objectives

A. PUBERTY

1. PUBERTY

(a) Accepts that one's sexuality is a part of one's healthy body image.

(b) Develops an awareness of new responsibilities faced as a result of sexual maturation.

(c) Understands how sperm cells are produced and released from the body through nocturnal emissions.

Content

1(a) SEXUALITY - A PART OF ONE'S TOTAL BEING

i) What is a "healthy body image"?

- realizes sexuality is one aspect of total self
- positive outlook on life
- is self-confident about individual strengths

(b) SEXUAL MATURATION

i) What does sexual maturation mean?

- body developing and maturing to adult stage
- reproductive system maturing
- understands responsibility of being a parent

(c) NOCTURNAL EMISSIONS

i) What are nocturnal emissions (wet dreams)?

- a natural occurrence
- sign of maturity of the male reproductive system
- first occurs between 12-16 years of age
- spills into bed and nightclothes
- occurs while sleeping

Learning Resources

Fully satisfactory teacher references are not available at this time. However, they will be listed as they become available.

FILMSTRIPS: (R)

- Boy to Man and Girl to Woman
- Growing into Womanhood and Growing into Manhood Part II Female Sexual Growth and Male Sexual Growth
- Growing Up

PRINT: (R)

- The Human Story

TRANSPARENCIES: (R)

- The Life Cycle Library

"Advanced Human Reproduction Sets 1 and 2: Family Living and Sex Education Topics"

Additional useful resources are listed in Appendix as Supplementary Resources.

SUB-THEME(S) A. PUBERTY

Instructional Objectives	Content	Learning Resources
(d) Understands that the menstrual cycle is a natural integral part of human reproduction.	(d) THE MENSTRUAL CYCLE i) <u>What is the menstrual cycle?</u> - natural process - onset of puberty for girls - begin between 9-16 - the ovary releases an egg cell - the egg cell travels through the fallopian tubes then to the uterus - if the egg is not fertilized by the sperm cell in the fallopian tubes the egg is discharged from the body and in turn menstruation usually occurs - menstruation, or period, is a discharge of blood from the body due to the shedding of the uterus lining - menstruation lasts about 4-7 days - the cycle repeats itself every 28-32 days	
(e) Understands that there are emotional and physical changes which accompany puberty.	(e) OTHER PHYSICAL AND EMOTIONAL CHANGES IN PUBERTY i) <u>What other body changes occur in boys and girls?</u> <u>Boys</u> - voice changes - hair on chest, pubic areas, face, underarms - growth and weight change - body odour - emotional changes - acne problems <u>Girls</u> - breasts develop - hips broaden - hair underarms and pubic area - changes in growth and height - body odour - emotional changes - acne problems	

SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Instructional Objectives	Content	Learning Resources
(f) Develops an acceptable scientific vocabulary useful in describing puberty.	(f) VOCABULARY - DESCRIBING PUBERTY i) What vocabulary is necessary for understanding puberty? - menstruation - morning erections - nocturnal emissions (wet dreams) - circumcision - sperm cell - egg cell - testicle - uterus - erection - ejaculation - scrotum (The above vocabulary should be used in all Sexuality Themes.)	
B. REPRODUCTION 1. A NEW LIFE (a) Develops an acceptable vocabulary useful in describing reproduction.	1(a) VOCABULARY - DESCRIBING REPRODUCTION i) What vocabulary is necessary for understanding reproduction? - sexual intercourse - egg cell - sperm cell - vagina - penis - uterus - clitoris - ovary (The above vocabulary should be used in all Sexuality Themes.)	

Appendices

Supplementary Resources
Grade I 161

Supplementary Resources
Grade II 163

Supplementary Resources
Grade III 165

Supplementary Resources
Grade IV 166

Supplementary Resources
Grade V 168

Supplementary Resources
Grade VI 170

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE I

i. Alberta Transportation, Transportation and Safety Branch (print, resources and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

ii. Buckle Up Box (posters). Theme 4F. Media Intensive Learning Corporation (N.D.).

iii. Careful With Strangers, (filmstrips). Theme 4E. "On The Alert", "Shortcut To Trouble", "Careful with Strangers". Walt Disney Educational Media, 1975. Distributed by McIntyre Educational Media Limited.

iv. The Discovery Books (print). Themes 1 and 4. "The Sad Book" (1B); "The Mad Book" (1B); "Growing Always Seems To Be Up" (1A); "Do You Ever Get Scared?" (1B); "You Are Special" (1A); "Toucan Touch Book" (4A); "The Yummy In The Tummy" (4B); "My Nose Knows" (4A); and "The Little Litter Book" (4F). Distributed by Edu-Media Limited, 1980.

v. Feelings (films). Theme 1. "I'm Feeling Sad" (1B); "I'm Feeling Alone" (1B); "I'm Feeling Happy" (1B); "I'm Feeling Scared" (1B). Churchill Films, 1974-75. Distributed by Gordon Watt Films.

vi. First Aid For Children, (filmstrip kit). Theme 4E. "The Bee Sting". Other titles are "recommended". Aims Media, 1976. Distributed by Canadian Learning Corporation.

vii. The Five Senses, Series 770 (filmstrip set). Theme 4A. Robert B. Mansour, 1980. Distributed by E.T.H.O.S. Limited.

viii. Health: A New Look Series: Teeth - A New Look (filmstrip set). Theme 4A. Moreland/Latchford (N.D.). Distributed by School Services of Canada.

ix. The Most Important Person Series (films). Themes 1, 2 and 4. "This Is Me" (1A); "Attitudes" (1B); "Feelings" (1B); "Creative Expression - Without Saying A Word, Use Your Imagination" (1B); "Getting Along With Others" (2B); "Senses" (4A); "Body Movement" (4C); "Nutrition" (4B). Encyclopaedia Britannica Publishing Limited, 1972-1976. Distributed by Visual Education Centre.

x. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other cases contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

xi. Peter Gets Angry (print). Theme 1B. By Maryanne MacDonald. Agincourt, Ontario: Dinosaur Publications Limited, 1981.

xii. Raffi, Singable Songs For The Very Young (recording). Theme 1D. Troubadour Records TR-0002-C1, 1976.

xiii. Safety Signs Bulletin Board Aids (posters). Theme 4E. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

xiv. Safety At School With Winnie The Pooh Series (filmstrips). Theme 4E. "Playground Safety"; "Games and Equipment"; "Apparatus"; "Classroom Safety"; "Mealtime Safety"; "Walking From Place To Place". Walt Disney Educational Media, 1978. Distributed by McIntyre Educational Media.

xv. What Do You Expect Of Others? (filmstrip kit). Theme 2A. Guidance Associates, 1970.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE II

i. Alberta Transportation, Transportation and Safety Branch (print, resources, and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

ii. Bulletin Boards: Health Hints And More Health Hints (posters). Theme 4. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

iii. Celly (kit). Theme 4A. The Canadian Cancer Society (N.D.).

iv. Dental Health-Bulletin Board Displays (posters). Theme 4A. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

v. The Discovery Books (print). Theme 4D. "All Ears"; "On The Safe Side"; "My Health Friends". Edu-Media Limited, 1980.

vi. How to Catch A Cold (filmstrip and film). Theme 4D. Walt Disney Educational Media, 1978. Distributed by McIntyre Educational Media.

vii. The Most Important Person Series (films). Themes 1, 2 and 4. "Attitudes"; "Feelings"; "Creative Expression-Without Saying a Word" (1B/C); "Getting Along With Others"; "Nutrition" (4B); "Body Movement" (4A); "This Is Me" (1A); Encyclopaedia Britannica Publication Limited, 1972. Distributed by Visual Education Centre.

viii. Nutrition Around The Clock (5 sound filmstrips, 8 recipe cards, 5 posters, 30 comic books, 1 teacher guide and 10 spirit masters). Theme 4B. "Lunch, Try New Foods"; "Dinner, A Time For Sharing"; "Breakfast, Gives You Bounce"; "Smart Snacks" and "Fast Food Facts" (4B). Walt Disney Educational Media, (N.D.). Distributed by McIntyre Educational Media.

ix. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

x. Right Or Wrong And What's In Between (film). Theme 1D. Perennial Education (N.D.). Distributed by Viking Films.

xi. Ripples (videotape series). Theme 4. "How Will I Grow" (4A); "Germs and Your Body" (4D); "Playground Safety" (4E); and "Checkup" (4A). A.I.T. (N.D.). Distributed by ACCESS.

xii. Safety Stories Series (filmstrips). Theme 4E. "Safety At School"; "Safety On The Street"; "Safety At Home"; "Safety At Play". Encyclopaedia Britannica Learning Corporation, 1980. Distributed by Visual Education Centre.

xiii. We Can Help (print). Theme 4E. St. Johns' Ambulance Association. St. John First Aid and Safety Awareness for Juniors.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE III

i. Alberta Transportation, Transportation and Safety Branch, (print, resources and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

ii. Childcraft, Volume 8 (print). Theme 4. World Book Childcraft, 1981.

iii. Families: Food and Eating (film). Theme 4B. Churchill Films, 1976. Distributed by Gordon Watt Films.

iv. Fire Safety Kit. Theme 4E. Edmonton Fire Department.

v. Fire Safety (print). Theme 4E. Canada Safety Council.

vi. Got To Be Me by Merrill Harmin (48 cards). Theme 1A. Argus Communications Developmental Learning Materials, 1976. Distributed by P.M.B. Industries Limited.

vii. Learning About Me, Developing Self-Concept (filmstrip kit). "First Step" (Theme 1B); "I'm New Here" (theme 2A); "Borrowed Friendship" (Theme 2A); "I'm Boss" (Theme 2D). Q.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

viii. Many Hands Cooking. An International Cookbook for Boys and Girls (print). Theme 4B. UNICEF (N.D.).

ix. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact the Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

x. Red Cross Safety Program: Playing It Safe (print). Theme 4E. The Canadian Red Cross Society (N.D.).

xi. Where Did I Come From? (print). Theme 5A/B. Lyle Stuart, (N.D.). Distributed by George McLeod.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE IV

i. Alberta At Work (videotape series). Theme 3B. Alberta School Broadcasts (N.D.). Distributed by ACCESS.
Teachers should select appropriate titles from Video ACCESS.

ii. Alberta Transportation, Transportation Safety Branch, (print, resources and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

iii. Education For Sexuality, Concepts and Programs For Teaching (print). Teacher's Resource, Theme 5. John J. Burt, Linda B. Meeks. Philadelphia: W.C. Sanders Company, 1975.

iv. Glasses For Susan: A New Day (film). Theme 4A. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

v. Health: Decision For Growth (filmstrips). Themes 1 and 4. "Doing What's Best For You" (1A); "Keeping A Healthy Community" (4F). Harcourt, Brace and Jovanovich, 1976. Distributed by Academic Press Canada Limited.

vi. Health: Eye Care Fantasy (film). Theme 4A. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

vii. Health: Germs And The Space Visitors (film). Theme 4D. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

viii. The Human Body (filmstrips). Theme 4A. "The Teeth"; "The Skin", Hair and Nails"; "The Eyes"; "The Ears". McGraw-Hill Ryerson Limited.

ix. Learning About Me, Developing Self-Concept (filmstrips). Theme 1A. "First Step". Q.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

x. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

xi. Nutrition Know How (print). Theme 4B. Calgary Board of Education, 1982.

xii. Pathways To Health Series (print). Theme 4D. "Battling Disease: Protecting Your Health". Globe Book Company Limited, 1975.

xiii. Red Cross First Aid Quiz (film). Theme 4E. American Educational Films, 1974. Distributed by Canadian Learning Company.

xiv. Red Cross Safety Program (print). Theme 4E. "Safety Is No Accident"; "Bike For Life". The Canadian Red Cross Society, 1979.

xv. Safety On Two Wheels (filmstrip). Theme 4E. "Learning Tree Filmstrips, 1977. Distributed by Willowdale Media Incorporated.

xvi. Safety Series (filmstrips). Theme 4E. "Tiger, Tiger Burning Bright"; "Whatever Happened To Linda". Marshfilm Enterprises Limited (N.D.). Distributed by Edu-Media Limited.

xvii. Smoking Awareness: Smoking And Health, Grades 4-6 (kit). Theme 4D. The Canadian Cancer Society (N.D.).

xviii. This Is Me by Merrill Harmin (32 cards). Theme 1A. Argus Communications, 1978. Distributed by P.M.B. Industries Limited.

xix. Trend Enterprises-Bulletin Boards: Human Body System (posters). Theme 4A. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

xx. Your Invisible Army (filmstrip). Theme 4D. United Learning, 1976. Distributed by Wintergreen Communications Limited.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE V

i. Alberta Transportation, Transportation and Safety Branch (print resources and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

ii. Cardiovascular Fitness. Theme 4A. Alberta Heart Foundation, 2011-10th Avenue, S.W., Calgary, T3C 0K4.

iii. Consider The Source (videotape and speaker). Theme 4D. Contact your local R.C.M.P. for speaker and program.

iv. Education For Sexuality, Concepts and Programs For Teaching (print). Teacher's resource, Theme 5. John J. Burt and Linda B. Meeks. Philadelphia: W.B. Saunders Company, 1975.

v. Fire Safety (print). Canada Safety Council.

vi. Health: Decisions For Growth (filmstrips). Theme 4F. "Making A Healthy Environment"; "What If". Harcourt, Brace and Jovanovich, 1976. Distributed by Academic Press Canada Limited.

vii. Health Education Kit. Division II (media kit). Theme 4D. Alberta Lung Association (N.D.).

viii. Home, Safe Home (print). Theme 4E. Northwestern Utilities, 1976. (Free.)

ix. How Your Body Works (print). Theme 4A. Hayes Publishing, 1975.

x. The Human Body for Grades 5-9 (duplicating masters). By Ortleb and Cadice. St. Louis, Missouri: Milliken Publishing Company, 1967. Distributed by Thoma Howe.

xi. Key Nutrients (posters). Theme 4B. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

xii. Learning About Me, Developing Self-Concept (filmstrip kit). Theme 1A. "Different Shapes". Q.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

xiii. Nutrition and Heart Health. Theme 4A. Alberta Heart Foundation.

xiv. My Mom And Dad Are Getting A Divorce by Florence Bienefeld. (print). Theme 1. EMC Corporation, 1980. Distributed by Marvin Melnyk Associates.

xv. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

xvi. Pathways To Health Series (print). Theme 4D. "Battling Disease"; "Improving Your Health"; "Protecting Your Health". Globe Book Company Limited, 1975.

xvii. Smoking And Health (print). Theme 4D. Nova Scotia Heart Foundation, 1979. Distributed by The Canadian Cancer Society.

xviii. Smoking Awareness: Smoking and Health, Grades 4-6 (kit). Theme 4D. The Canadian Cander Society (N.D.)

xix. What's Happening To Me?: Where Did I Come From?" (print). Theme 5A/B. Lyle Stuart Incorporated, 1973 and 1975. Distributed by George J. McLeod.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE VI

i. Alberta Transportation, Transportation Safety Branch (print, resources and speakers). Theme 4E. Twin Atria Building, 4999-98 Avenue, Edmonton, T6B 2X3.

ii. Alcohol And Life Styles (print). Theme 4D. Alberta Heart Foundation 2011-10th Avenue, S.W., Calgary, T3C 0X4.

iii. Approaching Adolescence (print). Theme 5A. Alberta Social Services and Community Health, 1980.

iv. Blood And Guts (print). Theme 4A. Little, Brown and Company, 1976. Distributed by McClelland and Stewart Limited.

v. Drugs, Medicine And You (filmstrip). Theme 4D. Moreland/Latchford, 1974. Distributed by School Services of Canada Limited.

vi. Education For Sexuality Concepts and Programs For Teaching (print). Teacher's resource. Theme 5. John J. Burt and Linda B. Meeks. Philadelphia: W.B. Saunders Company, 1975.

vii. Extensive Kit (smoking kit). Theme 4D. The Alberta Lung Association (N.D.).

viii. Finding Out About Your Body, Book 3 (print). Theme 4A. Ginn and Company, 1972.

ix. Girl And Boy/Man And Woman (filmstrips). Theme 5A. Learning Tree Filmstrips, 1976. Distributed by Willowdale Media, Incorporated.

x. The Human Body For Grades 5-9 (duplicating masters). By Ortleb and Cadice. St. Louis, Missouri: Milliken Publishing Company, 1967. Distributed by Thos. Howe).

xi. Learning About The Human Body Series: Muscular And Skeletal System (filmstrips). Theme 4A. Moreland/Latchford, 1976. Distributed by School Services of Canada Limited.

xii. The Miracle Of You (print). Theme 5A. Kimberley & Clark Limited (N.D.).

xiii. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

xiv. Occupation Word Hunt II (10 spirit masters). Theme 3C. Argus Communications, Developmental Learning Materials, 1975. Distributed by P.M.B. Industries Limited.

xv. Pathways To Health Series (print). Themes 1 and 4. "Human Relations" (1D); "Mental Health" (1C); "Battling Disease" (4D); "Protecting Your Health" (4D); "Drugs, Alcohol and Tobacco" (4D). Globe Publishing Limited, 1975.

xvi. The Problem Acne (filmstrip). Theme 4C. Interpretive Education, 1974. Distributed by Library Sound Services.

xvii. Red Cross First Aid And Safety Program: First Aid For You And Me (reference manual). Theme 4E. The Canadian Red Cross Society, 1979

xviii. So You're Adopted (print). Theme 1C. By James Stanford. Edinburgh, Scotland: MacDonald Publishers, 1981. (Library resource.)

xix. ZZZZZZZZAP Eating by Barbara Bondar (print). Theme 4B. Fitzhenry and Whiteside Limited, 1975.

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